Break

The men from UNCAL

UNCAL is in the lost stages. With wet towels, midnight oil and occasional bouts of table tennis, Barry MacDonald, Rod Atkin and Stephen Kerenza should see him out before Christmas—at least in draft.

UNCAL is a three-year project on Understanding Computer Assisted Learning. It is a DES-commissioned evaluation of the National Development Programme in Computer Assisted Learning, the £2.5m operation directed by Richard Hooper.

Almost as soon as the original project got the go ahead—and that was very long delayed—two evaluations were commissioned. One has been done by Peat Marwick, the accountants, on a relatively straightforward cost basis and is ready to go to the client for publication along with Richard Hooper's own report.

With the other, UNCAL, matters have not, however, been straightforward. According to the director, Barry MacDonald, who is Lawrence Stenhouse's deputy at the Centre for Applied Research in Education at the University of East Anglia, some "fundamental issues crucial for the next decade" have been raised. Long arguments have gone on in the programme committee (the guiding body for the whole operation which is drawn from seven sponsoring ministries). There was even at one point a vote on whether the evaluation should continue. However, Barry MacDonald says, "things have rarely been uncivilized", and in the last year have been "fairly amicable" as compromise, familiarity and exhaustion took over. "They're now pretty expert in evaluation."

So what are these crucial issues? It seems that the committee hoped for some nice, precise testing of matched experimental and control groups, with some clear cut findings and a result they could combine with the Peat Marwick study to produce some sort of cost benefit analysis.

If so, they went to the wrong people: "Our aim is to sustain the complexity of educational life as long as possible." They have worked with the teachers on the various projects, feeding back their findings, discussing the various approaches. They accepted at the outset that teachers who are interested in working with new techniques find the idea of keeping control groups starved of the new tools intolerable and impracticable. And they assert that simply to test achievements against aims is not feasible since the effects are never precisely those intended.

Describing this as a democratic style of evaluation, Barry MacDonald contrasts it with either a bureaucratic style (simply testing for results in terms of the sponsor's values) or an autocratic style (in which the academic alone decides what to do).

With this democratic style it remains open whose questions should be asked—the sponsors or the teachers. Who gets the answers and when remains open too. The whole relationship of independent evaluator and sponsor is called in question. Do the sponsors own the evaluation? Can they do what they like with it? Can they, for example, set limits to its work so as to prevent it discussing their overall management of a project?

At this point it becomes clear that the matter is highly political, something which a glance across the Atlantic according to Barry MacDonald confirms. There, evaluation, like accountancy, is, he says, an off-the-peg service for any sponsor. Go in, slap in the tests, out with the report and receive fat fee. If he can help it, education in this country will resist pressure to go the same way. "These are the crucial issues for the next decade as we move into a period of greater accountability."

The crucial issue for UNCAL, however, is to find a publisher. The Council for Educational Technology will put out Richard Hooper's report and the Peat Marwick report. It does not look as if they will even be asked to take on UNCAL.

Floreat Stenhouse

UNCAL is only one of the projects based upon the Stenhouse centre. In what amounts to an energetic and sometimes desperate exercise in educational entrepreneurialism, 12 projects have been based there in the seven years of its existence.

The centre came into being in 1970 when the Schools Council Nuffield humanities project lost its home at Phillips Fawcett. Once expected along with the language centre at York and the science teaching centre at Chelsea to form the focus for a permanent set-up, the humanities project ran out of funds with the Schools Council.

The team was, however, held together when the University of East Anglia offered four tenured posts and space to work on condition that two of those posts were justified in terms of teaching and two were in practice paid for by research funds.

The British work on *Man: A course of study* has been based there, so was the Ford teaching project directed by John Elliott and Jean Ruddick's work on small group teaching and now on case studies of conferences.

Barry MacDonald, who specializes in evaluation, has already saved completed projects to his credit and now has a personal research grant from the SSRC for a year to study the knotty subject further. Lawrence Stenhouse is himself now at work on outline proposals for establishing a data bank of school case studies.

The teaching side consists of nine full-time MA students this year and a part-time course is due to start in January for which 16 have been accepted. It is the only education MA available in East Anglia.

All this might seem of no more than routine interest were it not that Keswick Hall, one of the colleges of education which used to be validated by the Cambridge Institute of Education, had recently come into the University of East Anglia's orbit. Training places at Keswick Hall were cut from 700 to 400 in the day of the long knives last January and it was said then that "discussions for the incorporation of Keswick Hall in the University of East Anglia should proceed on the basis of reduced training provision".

Discussions have, indeed, been going on since then inside and outside the university senate, attended predictably enough by all the usual academic wrangling over such things as college of education lecturer's qualifications.

The upshot is likely to be the establishment of a school of education at East Anglia which will combine the centre and the college. This process may have been somewhat eased by the approval given the centre recently by University Grants Committee visitors.

As a result of that review the centre's academic staff (that is the ones the university itself pays for) is going up from two to four. This is the staffing which has made the part-time MA both necessary and possible.

"I'm complaining that we haven't received the questionnaire we're going to refuse to answer."

Booked

Just a brief rider to our massive books investigation of the past two weeks: guess who is one of the lowest spenders on books in that most generous of authorities, Brent? Yes, right in one. Max Morris, head of Willesden High School.

Only two schools (out of 18 secondaries) in the borough spent less a head on books in the year ended last April. Max spent only £5.60 a pupil. The highest spender in the borough spent £7.81 a head. And lest anyone claim that that was because they have a higher percentage of older pupils—which they do—the third biggest spender, at £7.22 a head has 0.1 per cent less children over 15 than Willesden.

It could be, of course, that Willesden used its discretion and spent its capitation on other things. Not, however, so. They were £889.29 under spent overall. Only four schools had more cash in hand at the end of the year. Come on Max, what's all this about shortage of resources?

Rickus ruckus

Another small tale from Brent: yesterday (after we went to press) Mr Lionel Hutten, headmaster, was due to address the assembled company at Neasden High School's prize giving. He was promising to make it a rousing occasion.

Mr Hutten has appeared on this page once before when submitting his school's attendance record for inclusion in *The Guinness Book of Records*. He is not a man backward in putting his school forward.

Now, however, he is threatening to resign. And why? Well, Mr Hutten says it is all an ugly matter of party politics stretching back over a year. It has, he says, to do with Dr Rhodes Boyson's publicly expressed view that Neasden High is great (Boyson is MP for Brent North) and Councillor J. Leber, chairman of Brent Education Committee, happening to take exception to that.

Miss Gwen Rickus, Brent's chief education officer, regards it as part of her job to know what is or is not going on in the authority's schools and to that end decided that the local advisers would inspect Neasden High. It is, after all, a new school which has gradually built up until this year it has children of all ages except the second-year sixth—thought the first-year sixth and the fifth year are small groups. It has in addition a very high percentage of immigrant—principally East African Asian—children. She wants to see how it is going.

Mr Hutten, convinced of political plots, claims that Miss Rickus said she was going to put a squib under the school, and he has said as much in the local press. He has been refusing to cooperate with any inspection. "This dispute is now a pest. I have done 14 years in Brent. You do not get jolly good attendance by sitting on your backside." The inspectors run and do come and go as they please he says. But full scale inspection is different.

New empire

James Porter, ex-James Cossar's member and principal of Bulmershe College of Higher Education, is succeed Kenneth Thompson as director of the Commonwealth Institute at the beginning of April. His appointment, announced this week, marks a departure from tradition: the Commonwealth Institute has usually been headed by a former Foreign and Commonwealth Office.

Porter's appointment seems a point towards development in the directions. Dr David Owen (who surprisingly makes this appointment himself) is evidently looking for someone who will find new ways of using the considerable resources of the institute and its handsome building in Kensington, off Holland Park.

If the Commonwealth Institute did not exist it is doubtful if anyone would now bother to invent it. But, equally, seeing that it exists, it might as well be put to good use. It will be surprising if Porter, with a background in education and teacher training, does not now look for ways of building on the institute's potential for curriculum development for new Commonwealth immigrants in this country. The function of the Commonwealth Institute should be to stand up on behalf of those parts of the map which were coloured red. Now, perhaps, it should be to help a multicultural society understand its own richness.

Aristides

On their knees

Some prominent educationists were in church last week. Mrs Shirley Williams, Education Secretary, and Mr Peter Newsam, ILEA education officer, read lessons in Westminster Abbey at the annual Church Schools Conference service, and Mr George Thomas, Speaker of the House of Commons, took a humanist holiday presiding over a Jubilee Youth congress organized by the Order of Christian Unity.

If anybody queries George Thomas as a "prominent educationist", at least he must have seemed one to the scores of boys he taught in South Wales during the thirties.

Mrs Williams's exhortation to the name of St Paul's letter to Ephesians to "put away all malice, and all guile, and hypocrisies and envies, and all evil speakings" may have been better addressed to the benches across Parliament Square she had just left than to the families of parents and teachers in front of her, especially at a point she was required to address her audience as "Ye elected members".

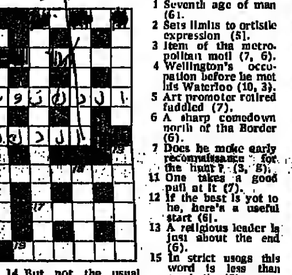
The Order of Christian Unity occasion was a "spiritual response to the Prince of Wales Silver Jubilee Appeal" and after addresses by two archbishops, of York and Canterbury (RC), Sir Neil Cossar, Marshal of the Royal Air Force, and Professor Brian Griffiths of City University, a torchlight procession to Trafalgar Square by some old-fashioned Christian witness back on the streets.

Next week

Political education: Bernard Crick and Jessica Saraga look at the contribution which theatre in education can make. Books: John Russell Brown assesses the work of John Arden. John Gretton writes about Neil *Postman*'s home economics textbooks.

Gamesomanship: *TES* staff review new box games.

Crossword No 1,113



Across

1 The flaw that makes people seek political asylum (6).
4 Gipsy foundling of New Forest (5).
8 He does not travel elegantly by land or sea (5).
9 Person of no calling (7).
10 An POW to George V (5, 8).
12 It costs you 50p now (4, 5).
14 But not the usual mode of demolition (13).
16 It's the hate that makes one resentful (7).
17 A colourful government, though it is in a colourless environment (5).
18 Superficial disguise for the unpalatable (5).
19 Naturally It's a board (3).

Down

1 Seventh age of man (6).
2 Sets limits to artistic expression (5).
3 Item of the metropolitan motif (7, 6).
4 Wellington's occupation before he met his Waterloo (10, 3).
5 Art promoter retired fuddled (7).
6 A sharp comedown north of the Border (6).
7 Does he make early reconnaissance for the hunt? (3, 8).
11 One takes a good pull at it (7).
12 If the best is yet to be, here's a useful start (6).
13 A religious leader is just about the end (6).
15 In strict usage this word is less than emphatic (5).

Solution to puzzle No 1,112.

Maths teasers

TEST YOUR ACCURACY IN MULTIPLICATION

(I) Choose any whole number between 1 and 10, multiply it by 3, 7, 11, 13 and 37. There should be something special about the product of the six numbers: can you explain it?

(II) Write down the product of 23 and the above five prime numbers. Your answer should contain five fives: why is this?

(III) How many zeros are there in the product of 19 and the above five prime numbers?

(iv) Find all the other numbers with two digits, which when multiplied by the above five prime numbers result in a number with five zeros.

A PREHISTORIC MONSTER

The fossil of a brontosaurus, believed to be the prehistoric ancestor of the Loch Ness monster, is 30ft long. Its head is half the length of its tail, and its body is 2ft longer than half its head: its estimated weight is one ton. What are the lengths of (a) its head, (b) its body, (c) its tail. (d) What would be the approximate weight of a similar brontosaurus when 21ft long?

A PRIME NUMBER PUZZLE

What is the smallest prime number p such that p+6, p+12, p+24, p+30 and p+36 are all prime numbers? Is there another value of p for which this is also true?

CONCERT TICKETS.—For a concert in the Wigless Hall, x tickets at £1 and y tickets at £2 were sold, and the total receipts from the sale of tickets was exactly £300. Show that the difference between x and y must be a multiple of 3.

ORANGES AND LEMONS.—A housewife bought some oranges at 5p each, and some lemons at 7p each, at a total cost of 96p. Show that the numbers of each fruit she bought were either the same, or that they differed by 12.

JACK AND JILL.—When Jack and Jill were each asked to choose a whole number, they found that three times Jack's number added to seven times Jill's number made a total of 100. Show that the difference between the numbers they chose is a multiple of 10.

AVERAGES.—The average of two different numbers is 10: is the average of their squares more than, less than or equal to 100?

D. P. Eperson

THE TIMES EDUCATIONAL SUPPLEMENT 2261

THE TIMES
Educational Supplement

FRIDAY DECEMBER 9 1977 NUMBER 3261 FIRST PUBLISHED 1910 PRICE 18p

Ars longa... cash shorter

"Yes, very nice, but what will it cost?" Four arts. Gone are the days when writers of official reports could sip their sherry, sit back and gaze at the ceiling, and dream. It is to the great credit of Lord Valzey and his Gulbenkian team that their elegant and ingenious report (page 4) manages to combine recommendations of real substance with minimal extra expense. Credit is also due this week to Roy Shaw of the Arts Council, whose spirited defence against all comers—and many have recently come — has done much to vindicate the balancing act which is, and must remain, the Council's policy.

In the context of the broader debate about "heritage" or "high" or "middle class" culture, about "elitism" and about "minority arts", Roy Shaw makes a number of telling points. Though there are still regrettable echoes of cultured Lords Bountiful dispensing incidental crumbs for the untutored masses after the banquet for the few). Ex-professor Shaw remains very much the educator, and his comments on arts teaching in schools, on political and moral censorship, and on the complementary relationship between popular culture and culture of a more esoteric kind, reflect the best in liberal educational thought.

The Arts Council is an admittedly sticky wicket with its defence of its present constitution. Inertia does indeed tend to rule in some areas of its decision-making, and it would make good sense to draft in a few more consumers and trade unionists. But a "democratic" alternative constitution—like that put forward by the Labour Party in its recent policy document on the arts—would certainly usher in a degree of sterile political strife compared with which the present theatrical kerfuffles would seem as naught.

Of course it is right that argument should rage over art's political and social function. Political theatre groups, for example, have done much to revitalize the stage as a whole. But the Arts Council's job is to hold the ring and make sure that as many contestants as possible are fed and watered. Of course it is true that in fear of those combatants get an enormous share of the pudding: if the Arts Council were relieved of its responsibility for the upkeep of its national monuments this imbalance would seem less grotesque.

Roy Shaw's main task should now be to help create a climate in which increased public expenditure on the arts is seen to be appropriate. His castigation of certain local authorities for their parsimony in this respect is therefore right and proper. The arts are of crucial importance for any society with pretensions to civilization.

The Gulbenkian report addresses itself to a more limited, but not unimportant, national question: how can we best select and train our professional musicians? Its detailed and carefully thought-out answers should give all local authorities, as well as primary school heads and specialist music teachers, pause for thought. Its unequivocal concern for the identification of giftedness and for the best ways of nurturing it may of course alienate some enthusiasts of the "music for all" persuasion, but that cannot be helped.

It is good to see Pimlico school held up as a blueprint for further developments, and it is heartening, on a different level, to hear the case put for a proper professional wage for part-time staff at music colleges. Above all, it is good to find music—at present the Cinderella of most school curricula—taken with the seriousness it deserves, and treated as an intellectual discipline in its own right.

No comment

Graduate required to learn English temporarily for the month of February, 1978 . . . — advertisement in the *Edgware and Mill Hill Times*.

Bert Lodge reports on a new plan for would-be teachers

Dip in the real world first

Lengthy experience of the outside world of work could soon be a must for powerful teachers. The Government will shortly be advising colleges not to admit any student to teacher training who has not spent some months of paid employment in another job.

And in an effort to increase the number of black and brown teachers in schools, it is also likely to set up special colleges in immigrant areas to get more potential recruits up to college entry standards.

The plans were revealed in a document presented for discussion at a meeting of the Government's Advisory Committee on the Supply and Training of Teachers this week. It also outlined plans for more conversion courses to get older people from industry and commerce into teaching in such shortage subjects as business studies, craft, design and technology. But there are no plans at present for any marked expansion of the recruitment of older people into teaching, a development Mrs Shirley Williams, the Education Secretary, said in the Green Paper she would like to see.

The document also indicates that the Government intends to extend for a further period the special one-year courses for qualified teachers to retrain as specialists in maths, science, craft, design and technology.

Keenness to break the traditional cycle of school, teacher training, school followed by the vast majority of teachers was also made clear in the Green Paper. Although the Government will stop short of making work experience compulsory—either before or after qualifying as a teacher training which has not spent some months of paid employment in another job.

But if this voluntary line fails, the Government is prepared to make it compulsory.

The sort of work the document has in mind should be paid and last some months, as opposed to vacation jobs and the sort of work experience built into some initial training courses. Those allow students to remain detached observers who know they will soon be back at base, the document says. The alternative of a combination of vacation jobs and a work experience during the initial training course may be acceptable but "should not be used as an easy way out".

Emphasizing that consultation with leaders of immigrant communities has shown strong support for not lowering entry standards in order to recruit more teachers from these communities, the Government is in favour of specially designed preliminary courses which would combine preparation for A levels with other supporting studies.

"The need seems to be for a limited number of competent and willing institutions, mainly situated in areas where there is a considerable ethnic minority population, to provide such courses."

These institutions might also serve the needs of other students with a background of inner city problems and might serve as a preparation for entry to careers other than teaching, the Government suggests.

Any policy for recruiting older entrants with experience outside education would have to take account of the current age structure of the profession, promotion opportunities and the retirement pattern, the document notes. It would also affect significantly the position of married women returners.

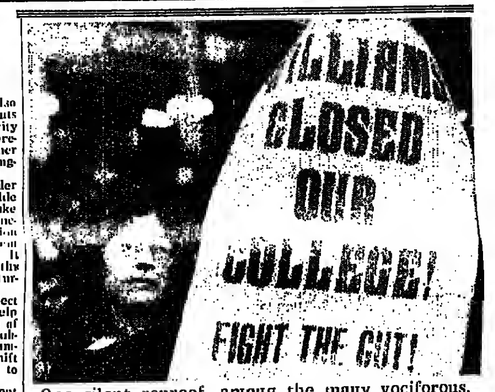
The current survey of subject needs and teachers' duties will help in assessing the appropriate rate of recruitment but "it seems inevitable, however, that present circumstances will favour a radical shift within the restricted intakes to initial training".

About 20 per cent of recent entries to certificate and graduate courses have been over 25. If this percentage is maintained, about 4,000 graduates and postgraduates a year might be entering schools in the early 1980s, plus 300 to 500 a year up to 1984 while the one-year specialist certificate course continues.

The committee was expected to recommend on Wednesday the establishment of a national scheme for the induction of probationary teachers, following the success of the government-sponsored pilot schemes in Liverpool and Northumberland.

...and a visit to the factory floor later

Stephen Cohen describes the long-running CBI scheme to introduce serving teachers like these to industry. Here, a group on the scheme meet a former pupil, now a machinist in a Bristol clothing factory. Report, pages 6, 7.



One silent reproof, among the many vociferous, for the Education Secretary when she spoke to the National Union of Students' conference at Blackpool last weekend. But moderation had taken over the hall by the time the delegates left Blackpool as Bert Lodge reports, page 5.

Marking time
The employment appeals tribunal ruled this week that preparing lessons and marking books at home should count towards the number of hours a teacher works. page 3

Heads first
Headmasters say their pay grievances should be settled first before talks start on the salary claim for other teachers. page 3

Fun and games
TES staff review new box games page 22

Hello goodbye?
Will Scotland's one and only free school survive into the New Year? John MacBeath reports from Barrowfield in Glasgow page 15

Some less equal
J. W. B. Douglas and Nicolo Cherry examine the educational and vocational qualifications reached by a national sample of men and women page 16

Asian soap opera
Amrit Wilson discusses "Parosi", the BBC series which aims to motivate Asian women to learn English page 55

Play's the thing
Bernard Crick reports on political education through theatre at the Cockpit and Jessica Saraga looks at the work of some Theatre in Education groups page 18

Extra: Hobbies and handicrafts
pages 27-30

Leaders, 2; Foreign news, 10, 11; Letters, 12, 13; features, free school, sex equality 15-17; books, John Arden reviewed by John Russell Brown, education, politics, literature, home economics texts, children's literature, 19-21; Resources, 22, 23; Talkback, Taylor Report, art, French, English, 24; features, multi-racial education, 25; Arts reviews, dance, radio, theatre, "Parosi", "The Messenger", 54, 55; Break, Crossword, Bridge, 56.

Classified ad index page 26

© TIMES NEWSPAPERS LIMITED, 1977. Printed and published by Times Newspapers Limited, New Printing House Square, Gray's Inn Road, London, WC1X 8EZ, England. Friday, December 9, 1977. Registered as a newspaper at the Post Office. Second-class postage paid at New York, N.Y.

TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Slow but steady

The higher education planning figures announced last week (page 5) are intended to preserve the present level of opportunity. A total of 560,000 places will mean that the percentage of the age group able to go on to higher education will edge upwards from the most recent figure of 13.5 per cent to about 14.5 per cent in 1981-82. It is assumed also that rather more will stay on into the sixth form and emerge with a minimum of two A levels. All in all it means that it should become neither harder nor easier to get a higher education place over the next four years.

Behind these calculations lie dangerous doubts about the division of resources between the university and non-university sectors. University numbers are to rise from 271,800 to 310,000, while advanced FE and polytechnics (including research education) goes up by only 5,800 to 250,000. This is a disappointment to the more ideologically-inclined supporters of the non-university sector. But the official line is that the policy has remained unchanged. It is still intended to press ahead with the development of the public sector as fast as possible.

But given a smaller total expansion on the one hand, and the practical difficulties arising from the cut-back in teacher education on the other, the present targets are the most ambitious that the non-university institutions could be expected to achieve. (The most rapid expansion of all will still be taking place in advanced FE other than teaching"—up from 130,300 in 1976-77 to 181,000 by 1981-82.)

Mrs Williams, in her Birkbeck oration last week, much of which took the form of a commentary on these matters, related prospects for expansion to such varied factors as the birthrate trend, the increase in the proportion of women applicants, recurrent education and mature entry, and the balance between different kinds of course. By the early 1980s it will be necessary to prepare to make some difficult choices. Should the numbers of places rise with the birthrate bulge and be cut back as the age-groups diminish sharply later? Or, just as in the 1960s when demographic factors proved to be of negligible importance in bringing about a great expansion, will demographic decline in the 1990s turn out to be less important than other growth factors like expansion in the sixth form or demands for better chances for older students?

What is abundantly clear is that the level of opportunity in higher education is not determined by abstract laws of academic merit but by deliberate policy. The pool of ability is defined by the kind of higher education a country decides to have, not the other way around. What the demographic trend could do is to make it possible at least deliberately, to cross the threshold from elite to mass higher education. But if so, this would be a change which should affect institutions across the board, not just those in the non-university sector.

Who's for French?

There is a lot of good sense in the National Union of Teachers' considered comments on the Green Paper (page 3). It is absolutely right to emphasize the importance of the teachers' professional judgment in interpreting the curriculum according to the individual circumstances of the pupils and the social context. It is right, too, to point out the naive over-simplification which creeps into the discussion of a common core or a new curriculum framework unless there is a clear definition of which activities are, or are not, subsumed within the term "curriculum".

The NUT plumps for a broad definition of the curriculum as "far more than a collection of subjects". In so doing it opens the door to those who say that the public interest in this broad complex of educational activities cannot be delegated entirely to a single professional group. It also follows from what the union says about other resource planning decisions outside the teachers' legitimate council that policy-making for the curriculum has to be shared.

The union's attitude in the curriculum review, however—see Mr Jarvis's letter below—starts from an unlikely defensive position. If curriculum is a matter of legitimate public interest—an expression of social values no less than of professional concerns—then it is reasonable to have public policy on curricular matters.

Elsewhere in this issue there is news of a policy decision by Surrey taken with the support of teachers' members, on what should be taught about French in Surrey secondary schools. The direct interpretation of the NUT doctrine on curriculum control is ruled out on principle.

But perhaps Surrey deserves to be assured that irrespective of where they live they will not be denied their children having the opportunity to learn French. Is this reasonable? How far should go in this direction, on the basis of what discussions with teachers and other professional advisers, and in the light of advice on national interests by the DES and the Inspectorate, this is open to argument, the argument which nationally has to be settled. But for the NUT to say that the argument itself is out of order is the height of arrogance.

Which is why the NUT's idea in Leeds to refuse to answer Mrs Williams's curricular questionnaire is wrong. It is up to teachers to argue in every case they think these matters should be dealt with, not to seek to pre-empt the debate by standing on professional prerogatives.

NUT lashes out on curriculum: 'it's teacher who knows . . .'

by Stephen Cohen

The National Union of Teachers today published its comments on the Government's Green Paper on education. Parts of the Government's proposals are welcomed by the union but others are criticised.

Major concern is expressed about Government intervention in the school curriculum and the omission of any proposals on finances and resources. The union believes that the regional conferences which preceded the Green Paper did not produce any substantial agreement on what needed to be done to improve standards in schools.

The NUT response, contained in a 32-page booklet, examines the recommendations made by the Government. Jumping in with both feet, the union asserts that the Secretaries of State for Education "can no longer believe that the Government should be debarred from direct involvement in the curriculum."

The Green Paper, the union says, clearly describes their intention to establish a framework for the curriculum and also to achieve an agreement as to whether there should be a "core" or "protected part" of the curriculum. This would fly in the face of curriculum development in the best interests of pupils, the union believes.

"It is necessary to distinguish between the natural and legitimate interest which the local education authority, governors and parents have in the curriculum and the responsibility of teachers for the day-to-day education of children. The curriculum should relate to the differing needs and backgrounds of pupils; teachers should be receptive to ideas and advice, but views on the curriculum are often conflicting and it is the teacher who has the experience and detailed immediate knowledge of the children, who is in a position to evaluate and discriminate."

The Government is accused of ignoring the many existing channels of communication on curricular matters. These involve: "not only the Department of Education and Science and the local education authorities, but also a host of other bodies and institutions which contribute to the content and scope of the curriculum, not least the Schools Council.

"Due weight should be given to the role and contribution of the work of the teachers' centres, the local authorities' advisory service, of local curriculum development work carried out voluntarily by schools individually and jointly, of inter-school collaboration on CSE matters, and of the other means by which schools cooperate and relate their courses but which do not form part of any formal coordination procedure administered by the local education authority."

The Government is also confused about what the curriculum actually is, says the union: "Throughout the Green Paper, references to the curriculum are made in terms of subjects. The curriculum, however . . . is a complex of guided studies designed to encourage literacy, numeracy and language, to develop academic and practical skills and to nurture qualities such as self-reliance, integrity and enthusiasm."

The notion of "protected parts" of the curriculum is also misleading: "The Green Paper describes reading, spelling and arithmetic as "parts" of the curriculum which need to be protected, and it highlights the importance of basic numeracy and literacy at the primary stages. Most teachers would argue that literacy is involved whenever children read or write, and numeracy is involved whenever children count, weigh, measure or design. They thus form almost the whole, rather than the core, of the curriculum."

The only way that the Government can protect basic skills, the union says, is to provide more money for local authorities to employ more teachers, reduce class size and improve capitation levels.

The performance of schools, which the Green Paper said should be accountable to the local authority and community, comes in for special mention in the NUT document. "Performance" is not defined by the Government nor by the Education Acts, the union says.

"It would be misleading if the performance of a school were based simply on examination successes or on other externally assessed levels of performance without taking full account of class sizes, staff levels, environment, capitation, the nature of the school buildings and many other factors."

It is pointed out that the Green Paper fails to recognize that no profession or group can be held accountable if it is not able to exercise full responsibility for the organization and exercise of professional skill and expertise.

The union says it is not opposed to a review of the curriculum but the Green Paper proposes a review of existing practice as a preliminary to defining a new framework. This framework is undefined and its implications are of concern to the NUT.

The suggestion that industry, commerce and the trade unions should be involved in curriculum planning is decried by the union. Teachers are the only ones who should be responsible, it is said, although advice from other groups would be welcome.

On testing, the union says it is not opposed monitoring the educational progress of children but tests should not be allowed to exert an undue influence on the curriculum or to distort the work of schools. An assessment test should be used as an educational instrument to allow decisions to be taken.

The proposal that local authorities should assess the relative performance of their schools is viewed with concern. "There is far more of its aims and objectives in the to the work of the school in terms development of young people than 'results'", important as they are.

The union is also worried that the Government's encouragement to local authorities to develop tests may impair the work of the Assessment of Performance Unit which was set up to devise ways of monitoring English, maths and science by looking at groups of pupils, not individuals.

Whatever kind of tests are used, the union says it is important that teachers can add their own comments in the results since they know the circumstances of individual children and are aware of the quality of books and equipment available in the schools.

The NUT seeks class sizes of no more than 32 in primary schools, 27 in infant school reception classes and 30 in secondary school classes.

And the union urges the DES to develop teacher manpower models based on class size, teaching group size, preparation and marking time, release time for in-service education and induction and other specific considerations.

The union welcomes the proposal that local authorities should examine their systems of records of pupils' progress. It also endorses the view that the traditional division of labour between men and women should be worn away and supports the development of studies on Britain's multi-cultural and multi-racial society.

Education in schools, The NUT's response to the Green Paper, Hamilton House, Mabledon Place, London WC1H 9BD.

Discipline the most serious problem

The National Association of Schoolmasters-Union of Women Teachers said today that the whole of the Green Paper failed to emphasise the "crucial importance of good discipline".

If there was one single factor which contributed to most of the educational problems of today it was the serious decline in discipline in schools, said the union's response to the Green Paper.

"The nation has no right to expect schools to enforce standards of behaviour which society refuses to accept, and in some cases actively undermines."

The union's comments deal with the Green Paper section on teachers. Agreement is expressed with the contraction of teacher training, the movement towards an all-graduate profession and the need for in-service training.

But local authorities would have to be honest, the union says. "It is illogical, and immoral, and should be unconstitutional for local authorities to claim rate support grant money for education and then, having received it, spend it on other services."

Teacher training should be placed in universities and polytechnics, the union asserts, and teachers should work for a time in industry after entering school. This might be part of an in-service course, it is suggested, and should last for at least one year.

Practical training of teachers should be carried out by teacher tutors in schools because colleges lecturers do not give it enough importance.

Disruptive children and the problem of motivating the average child to work should also be considered as suitable subjects for in-service courses.

The control of teacher training, induction and in-service training should be placed more firmly in the hands of teachers rather than the colleges, the union says.

The Green Paper is criticized for failing to indicate the need for a promotion system which rewards the good classroom teacher.

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled that marking and preparation done at home, although unpaid, can be added to the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it had no jurisdiction to hear her case because she was employed for less than 21 hours a week, which was then the number of hours needed to claim redress under the Trade Union and Labour Relations Act.

The National Union of Teachers, which represented her, argued that the official 19 hours and 25 minutes at school (including three hours and 40 minutes of free time) should be added all the work done at home.

This was accepted by the appeal tribunal in a judgment this week which noted that a teacher would find it necessary to prepare and mark in his or her own time.

Mrs Lake will now take her case back to an industrial tribunal providing the county council does not exercise its right to go to the Appeal Court. The tribunal will have to decide how many hours she did work at home.

Mr Jack Springett, county education officer for Essex, said this week that the decision had considerable implications for all local authorities as well as all employers.

Part-time employees can now claim protection under the Act if they work for not less than 16 hours a week. The reduction was made this year when the Act was extended to cover more workers. Remedies available under the legislation include compensation for unfair dismissal or an order to the employer to reinstate the employee.

Heads 'seethe with cold fury' over differentials

After keeping quiet while other teacher unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headmistresses represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 2.3 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 83 per cent.

"The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools,".

In next year's pay settlement the association wants an increase for heads of large schools who did not receive the 1976 and 1977 pay rises. "This done, HMA will join with other associations in pressing for a uniform percentage increase at all points on the Burnham scale."

Restoring the highest salaries was in the best interest of all teachers. Without them the "going rate" and thus includes settlements in the private, as well as the public sector, many of which are already over 10 per cent.

The Houghton report in 1974 establishing that teachers' pay should be related to other groups in the economy as a whole and this is one of the things on which we shall be basing our pay claim."

Rank and File, the group of left-wing members of the NUT, denounced the common percentage claim this week and urged the union to call a special salaries conference so that the membership could discuss figures.

newly qualified teachers—would have their pay restored to 1971 levels, and then they would only gain by 2 per cent.

The teacher at the maximum of scale 1 would be worse off by 12.35 per cent; at the maximum of Scale 2 by 13.9 per cent, on Scale 3 by 15.6 per cent; on Scale 4 by 17.1 per cent and on the Senior Teacher Scale by 13.9 per cent.

"Flat rate increases in the region of 10 per cent will do nothing to restore the internal differentials necessary to maintain reasonable career prospects", the union said in a memorandum to members.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said this week that teachers would not be the victims of a pay policy applied rigidly to the public and not the private sector.

A pay policy policed by cash limits on the amount of extra grant given to local authorities for inflation and pay awards and subject to heavy government surveillance was not the way to do justice to teachers, whose standards of living had suffered.

The teachers' pay claims will be put to the employers in January.

"We will be asking for certainly not less than the 'going rate' and thus includes settlements in the private, as well as the public sector, many of which are already over 10 per cent.

"The Houghton report in 1974 establishing that teachers' pay should be related to other groups in the economy as a whole and this is one of the things on which we shall be basing our pay claim."

Rank and File, the group of left-wing members of the NUT, denounced the common percentage claim this week and urged the union to call a special salaries conference so that the membership could discuss figures.

Edinburgh Reading Tests

A series of diagnostic teaching aids sponsored by the Scottish Education Department and the Educational Institute of Scotland.

All four Stages are now available.
These tests are straightforward to administer and simple to mark. In comparison with other group tests, however, they assess a wider sample of the skills that make up reading competence. They will, therefore, help the teacher to appreciate more clearly both the general attainment and the particular strengths and weaknesses of each child.

NEW
Stage 1—for ages 7 : 0 to 9 : 0

Form A £3.50 per 20 copies	0 340 18707 7
Form B £3.50 per 20 copies	0 340 18719 0
Manual of Instructions £1.25	0 340 18714 X
Specimen Set £1.50	0 340 18716 6

Stage 4—for ages 12 : 0 to 16 : 0

Test Booklet £4.80 per 20 copies	0 340 18708 5
Manual of Instructions £1.25	0 340 18713 1
Specimen Set £1.50	0 340 18717 4

ALSO AVAILABLE
Stage 2—for ages 8 : 6 to 10 : 6
Stage 3—for ages 10 : 0 to 12 : 6

Teachers are invited to write for specimen sets on inspection.

Hodder & Stoughton
Dept. E1248R, P.O. Box 702, Mill Road,
Dunton Green, Sevenoaks, Kent TN13 2YD

Come clean on curriculum

Sir,—You seem in no doubt as to where Mrs Williams's curriculum inquiry is leading—to intervention by the Government in the curriculum. That is exactly what we insist and fear is the purpose of the exercise. The main difference between the union and the *TES*, then, is that whereas we believe such central government intervention is undesirable, you welcome it.

Your only complaint would appear to be that the change you speak of, the "challenge to the received orthodoxy", is going to come about by stealth, and by a long drawn out tug-of-war, rather than by some clear cut decision, publicly announced. I would have thought it would have been more honest of the part of those who support, or want to achieve central Government control of the curriculum, to call for it openly and leave the issue to be debated on its merits and tell the public what they intend, rather than to approach it by other means, proclaiming other objectives.

"There is now a lot in play for", you declare, and you are right. So far as the union, and we believe the large majority of teachers are concerned, what is principally to play for is the degree of responsibility and professional freedom in curriculum matters which teachers at present possess. We consider that responsibility and freedom sufficiently important to adopt the stance we have taken up in regard to Mrs Williams's curriculum inquiry. To have done anything less would have shown weakness and lack of concern for the vital principles which are at stake. If to take such a stance amounts to "putting one's head in the sand", as you suggest, perhaps you would indicate which professional issue you would deem it worth fighting for. Given your present attitude, I cannot think of any issue you would consider worth fighting for.

As to the "denying of the Secretary of State information" issue, can we get the matter straight, so that your readers are not misled as to the union's attitude? First the inquiry by the HMI's which you say will be used by the DES as a means of checking on the L.e.a.s information. We have supported that inquiry. Second, the supply of teachers question, which the Secretary of State herself used as one of the ostensible purposes of her inquiry. The union not only supports the present DES survey, which is intended to obtain, exactly the kind of information the Secretary of State has been referring to, but urged such an exercise well before the DES was prepared to agree to it. Indeed, it was the DES which eventually delayed the survey and cut down its size on grounds of cost.

Our divisions will be submitting their own memoranda to L.e.a.s on curriculum arrangements, and will be asking for full consultations. As to the l.a.a.s, we have urged them to send memoranda to the Government on their curriculum arrangements, rather than to answer the Department's 57 questions. We believe this is the appropriate way to reflect local circumstances, needs and problems, and to provide the DES with information on present curriculum arrangements, and does not present the risks which the DES document, with its series of leading questions, inevitably presents.

FRED JARVIS,
General Secretary,
National Union of Teachers.

Wanted—a strategy for 16-19s

Sir,—The path of educational development since the Second World War is littered with the whitening bones of committees and commissions, ghoulish memorials to those who attacked their terms of reference, made their particular recommendations, and waited.

Nevertheless, your own repeated emphasis upon the urgent need to clarify all the issues embedded in the 16-19 debate must be applauded. It is not that we disagree about the answers. We have plenty of answers. What we need is an organized statement of the questions, and the presentation of alternative policies.

A growing number of actors in, and observers of, the educational scene recognize that until we know what we want for the immediately post-compulsory phase of education and training, we shall continue to suffer from creeping confusion. This is not simply an organizational question—of sixth-form versus tertiary college, or of the related responsibilities of great Departments of State, now zealously falling over one another's feet.

Beneath the doubts about organization and authority lie deep puzzles about the proper balance between education and training, the competing emphases of continuous or continuing education, the implications of a falling birth rate, the virtues and vices of manpower planning, the future of that system of public examinations which determines so many of our objectives. These puzzles cannot be solved one by one, nor are they isolable from strategic questions about the compulsory stage of education itself, or the evolution of higher education in the universities and polytechnics.

The Great Debate and Green Paper demonstrate that we cannot again have an educational policy (or a set of policies) until we have a conceptual framework within which to place it. Nor can we rationally distribute responsibility to L.e.a.s, the DES, the MSC, employers, parents or schools. Nothing would do more, both to rescue us from immediate muddle and to illuminate choice, than the establishment of a commission" to examine the provision of education and training for the 16-19 age group, to assess the appropriateness of that provision, and to make recommendations".

HARRY JUDGE,
University of Oxford Department of Educational Studies.

Letters

Scandal of empty shelves

Sir,—Your admirable reports (November 18, 25) on book provision in schools ended with the comment: "The Bullock Report on literacy called for an urgent investigation of levels of capitation. Four years of inflation and cuts later, nothing has happened."

How true that comment is. Chapter 21 of the Bullock report called for the establishment of a standing working party recruited from both the Department of Education and Science and local education authorities to investigate the allocation of resources to schools. The report made it clear that the working party's first task would be to recommend the minimum figures for book provision.

During an adjournment debate in the House of Commons on May 13 on the provision of school books, I asked the Under-Secretary of State, Margaret Jackson, why the working party had not been set up more than two years after the publication of the report. Your readers will not be surprised to hear that she replied: "The Bullock report made many recommendations . . . the various implications of many of which are still being considered".

Back in March 1967, in reply to another adjournment debate on school books, Shirley Williams, then Minister of State at the Department of Education, said: "It is fair to say that we still do not know in detail the precise statistics for expenditure on books.

Since then, the provision of official statistics about school books has deteriorated sharply. It is increasingly difficult to get a clear picture of what is happening, and it is just as difficult as ever to ask relevant questions in the House of Commons because Ministers claim that responsibility for this aspect of education rests completely with local education authorities.

I am delighted that you should have taken such a wide-ranging and informative survey of books in schools, but it is a disgrace that this task not been done before by the responsible authorities.

The situation which you have revealed is devastating, and your finding that "any idea of using books on a large scale for teaching most children is regarded as an unattainable luxury" is a frightening indictment of the status quo. And yet the sums of money involved are comparatively small.

We all understand that even if there were unlimited prosperity it would still be well-nigh impossible to ensure that every child was taught by a first-rate teacher in a modern schoolroom, but for a comparatively tiny sum we could soon ensure that every schoolchild was provided with decent books. It is time that we acted.

PHILIP GODDHART,
House of Commons.

Politics: start them young

Sir,—The HMI's document (November 25) arguing for the need for a reason-based political education for 11 to 16 year olds is certainly to be welcomed for emphasizing an item which seemed, unaccountably, to get left off the agenda for the great debate.

But if we are going to start now doing some radical thinking about the provision of political education in schools, perhaps we should ask ourselves: why wait until the secondary school? There are at least three good reasons, it seems to me, for starting some kind of political education in the primary school.

(1) Any politically intelligent observer can confirm that primary school children do operate with political concepts and embryonic forms of political argument. They have views about politically related matters close to their hearts. But what remains as a fair share, sex differences and how these might or should relate to work roles, etc, as well as more diffuse views on, e.g., the Queen and Prime Minister in the other people's, and topical events such as strikes.

Research confirms this too. Why shouldn't the skilful teacher get to work refining and developing these?

(2) Those children often hold these views as firm likes and dislikes which being quite unable to support their pro and con attitudes with any relevant knowledge. And these attitudes, we are told, are relatively impervious to systematic political education in adolescence.

Given this vigorous growth of political attitudes in primary school children and their relative immunity to revision later, it would seem worthwhile trying to marry knowledge and attitudes at the early stage. We have nothing to lose and possibly much to gain in the development of rationally based political views.

(3) Commitment to democracy commits one to a belief in the basic equality of all citizens. Where political knowledge is concerned, though, research seems to show that boys are significantly more knowledgeable than girls and middle-class children than working-class ones.

These differentials should disturb any democrat. Might not beginning political education in the primary school children do operate with political concepts and embryonic forms of political argument. They have views about politically related matters close to their hearts. But what remains as a fair share, sex differences and how these might or should relate to work roles, etc, as well as more diffuse views on, e.g., the Queen and Prime Minister in the other people's, and topical events such as strikes.

Research confirms this too. Why shouldn't the skilful teacher get to work refining and developing these?

(2) Those children often hold these views as firm likes and dislikes which being quite unable to support their pro and con attitudes with any relevant knowledge. And these attitudes, we are told, are relatively impervious to systematic

But are we ready for it?

Sir,—I applaud your decision to print the complete text of the discussion document on political education in schools produced by the inspectorate. You point out in your own comments on that paper, rightly in my view, that "it is clearly time for some decisions to be made not just on whether, but how, the subject should be treated in the classroom."

To this end I strongly advocate that the document be required reading for all teachers, governors and senior students in schools. Once the real drift of the Inspectors' final three or four paragraphs are understood, there is going to be an undoubted furore among teachers—and possibly parents, too!

Quite rightly, the inspectors underline the consequences of genuine political education. Children will no longer expect to be fobbed off with inert political theory or descriptions of past political endeavour. Every school is a political institution and political education that means anything at all must include involvement in school management.

By and large, I suspect that we in the schools are not ready yet to accept the consequences of that sort of political education. The kind of people who choose to become teachers are basically those who are well to "phlegmatic" side of reacher", gaining approval, whether house or team points. It does not come easily to many teachers to challenge authority in a meaningful way, so they are often uncomfortable when their own authority and that of the head of the school is challenged.

Yet that is precisely what must happen in a politically aware and alive school.

As the Inspectors themselves declare at the conclusion of their paper in supporting an open society: "Political education might also do something to restore a respect for political activity and attitudes, and rescue them from the worrying trend of current cynicism about the place of politics in society."

PETER TARGETT,
Headmaster,
Southgate School,
Cockfosters, Herts.

More letters, pages 12, 13

More help urged for musically gifted

by Hilary Finch

Musically gifted and talented children should be identified and encouraged at the earliest possible stage, says the report of the committee of inquiry into the training of musicians, which was published this week.

Opposition to the provision of facilities and support for them on the grounds of "elitism" is "wholly misguided".

L.e.a.s should subsidize private lessons more widely. They should also draw up panels of recommended local instrumental teachers for work in Saturday and evening music centres.

The committee, which was set up by the Gulbenkian Foundation under the chairmanship of Lord Vaizey, recommends that promotion prospects for music specialists be improved, that peripatetic teachers be more closely integrated into school life and that music specialists should be encouraged to pass on their skills to non-specialist teachers.

At secondary level, l.e.a.s should be flexible in providing musical training most appropriate to the circumstances of each area and of each pupil. This would mean being prepared to support their gifted children at specialist music schools.

The five existing schools (Chetham's, Manchester, Yehudi Menuhin School, Purcell School, Wells Cathedral School and St Mary's, Edinburgh), should be assured of financial security. They should either become direct grant schools (like the Yehudi Menuhin School) or be maintained by l.e.a.s with expenditure on "out-county" pupils recoverable as for other special schools.

More experiments like that at Pimlico School (where a specialist music wing is incorporated in a comprehensive) should be considered by l.e.a.s in the larger conurbations, care being taken not to duplicate existing specialist schools.

The report recommends authorities to expand existing music centres and to create new ones where use can be made of specialist instrumental teachers who are also professional performers but who cannot teach regularly in schools because they are not qualified teachers.

Since pressure of O and A level work can seriously interfere with musical training, double O and A levels—in performance and theory—should be legitimate options. The proposal by London University Central Examinations Board for a new music A level scheme starting in 1980 is welcomed. This would comprise practical, theoretical and combined practice and theory exams.

Music colleges, says the report, should face up to the reality that, in view of the decline in the school population, they may be training too many teachers. A new four-year first degree course is proposed. The first two years would lead to a Diploma of Higher Education and the second two years to a degree, embracing both performance and teaching skills, or in pure performance.

University students who had taken a DipHE at an institute of education could "switch into" years three and four of the music college course if they wanted to turn to performance or instrumental teaching and music college students, who had completed two years and obtained the DipHE, could "switch on" into a musically oriented institute of higher education if they wanted to qualify as class music teachers.

Because of their reduced role in training class music teachers, colleges would have one third fewer students. This would further the possibility of the student teacher ratio of 5:1 which the report recommends.

Training Musicians: A Report to the Calouste Gulbenkian Foundation on the Training of Professional Musicians 1978. Calouste Gulbenkian Foundation. £1.50.

Lord Alexander resigns

Lord Alexander, formerly secretary of the Association of Education Committees, has resigned from the DES consultative committee on the Assessment of Performance Unit because he believes the work now being started by the unit could be used by a future Secretary of State to take control of the curriculum.

In his letter of resignation (which has not been published) he explained his misgivings to Mrs Shirley Williams. In reply, she repeated her assurance that this was no part of her policy. Lord Alexander was quite ready to accept this but pointed out that while ministers come and go the APU is fashioning a system of tests (and the necessary curricular studies which go with them) which could subsequently be extended and made more prescriptive.

He particularly objected to exploratory work on testing "personal and social development" and "aesthetic development" about which the consultative committee has already expressed strong reservations.

A loose grip on the curriculum

Bob Doe discusses Surrey's move towards a policy on language teaching

First steps towards greater involvement of managers and governors in the school curriculum and more central guidance on curriculum matters were taken by Surrey Education Committee last week. Their moves illustrate both the importance and the limitations of attempts to coordinate curriculum ideas at local authority level even when there is no violent reaction against them by the teachers.

Acting on a report from the county's modern languages inspectors, the committee recommended to all middle school managers that their schools should offer a two-year foreign language course amounting to about 120 hours.

At the same time it agreed to receive reports from other inspectors on subjects, like science and maths and to provide governors and managers with further guidance on the assessment of their schools.

This greater involvement in the curriculum by managers and governors is in line with the new role outlined for them in the Taylor report according to Mrs D. W. Slothorp, chairman of the schools subcommittee. Her committee, she said, would be taking a closer interest in curriculum and standards in the future. They did not intend to pass on teachers' professional preserves. They just wanted to find out what was happening in schools.

Teacher representatives on the education committee were not permitted by the middle school language proposals. This was purely because they understand the need for some uniform approach to languages in middle schools, especially where a number of them feed into a secondary school.

The inspectors reported that middle school French courses could vary from as much as 300 hours over four years in one school to only 30 hours in the final year in another.

But the teachers, it seems, though they were merely agreeing to a strengthening of the case of head teachers who want more language teachers. Shortages of these are the cause of the wide disparity, they say.

Mrs Ruth Bradbury, head of Queen Elizabeth School, in Woking, and a representative of the National Union of Teachers on the schools subcommittee, said her school received children from three middle schools. Only two had French teachers on their staffs full-time. The third had a French teacher for only one day a week. This meant a wide difference in what the children transferring from each school knew.

"The county council do not understand that the curriculum cannot be covered adequately unless there is adequate staffing", she said. That was the point she thought they were making in committee. "There was no real discussion about what the recommendation would be because they understand the need for some uniform approach to languages in middle schools, especially where a number of them feed into a secondary school."

Surrey's modest attempt to achieve a central, and on the face of it a more rational, middle school language policy illustrates just the sort of limitation facing central policies such as those asked for in the Government's curriculum review last week or any of the ideas about a common core.

Given the apparent docility of local teacher unions and the fact that Surrey already has a considerable middle school language "policy"—all the schools teach some French, for instance, and all use the same book—achieving these modest minimum levels of teaching everywhere in the county is going to be difficult even without practical school-by-school issues in staffing.

To the NUT this means more full, but a more unwelcome solution—in both the teachers and the managers probably—would be redeployment of staff from schools apparently overendowed with well-trained teachers.

In just the same way the widely acceptable proposal contained in the DES curriculum review that all children should continue with maths until they are 16 is likely to fail down unless there are enough maths teachers.

So far Surrey has made no attempt to lay down central policies for secondary school language teaching, though its inspectorate found the same variation of provision here as in middle schools. The county complained about this in their recent report on language teaching in comprehensives.

At present only about half the secondary pupils in Surrey follow a five year language course. But any standard l.e.a. policy here would have to take into account not only staffing difficulties, but the questions of who was to benefit from such courses and what aims were appropriate for different ability groups.

Save on GCE plan scrapped

Stockport has abandoned its money-saving plan to limit all children in the borough to seven O levels.

The education committee has responded to a statement from the authority's secondary school heads that the move would be unwise. For their part, the headteachers have promised the l.e.a. that they will scrutinize the entrants for all examinations even more carefully than usual.

This week the Department of Education and Science said it was writing to the authority warning it that the plan went against the requirements of the 1944 Education Act.

The authority had calculated that it could save £3,500 of ratepayers' money in exam entrance fees. Parents and teachers had protested strongly about the decision, saying it would be particularly detrimental to the more talented students who have been working enthusiastically for more than seven subjects.

Tameside in new selection row

Tameside's plans for going comprehensive do not meet with the approval of Mrs Shirley Williams, the Education Secretary. This week she wrote to the authority explaining her objections and asking for a meeting to discuss them.

Tameside has been slow to come up with its reorganization proposals which it is obliged to make under the 1976 Education Act. It is one of the last local Conservative authorities to submit its plan, and has done so only under some pressure. It failed to meet the first deadline in May this year and even hastily approved plans for reorganization for Fall after a stiff letter from Mrs Williams in September.

The authority's proposals are to keep the schools as they are but drop the selective system. This would mean the five grammar schools would become 11 to 18 comprehensives and the 11 secondary schools 11 to 16 comprehensives.

The plan also include a £2.5m building programme to tear down three old secondary schools and build new comprehensives.

Mrs Williams says in her letter that she is worried this system would lead to an unequal distribution of staffing and resources and that children in the 11 to 16 schools might be deterred from going on to sixth form or tech. because of the difficulties of transferring to an 11 to 18 school.

● The long-awaited report into allegations of sex discrimination in Tameside was published this week and confirms fears earlier this year that the authority did not favour boys in the revised scheme of grammar schools. It introduced last year.

The report of the investigation, which was carried out by the Equal Opportunities Commission after complaints from parents, clears the authority on seven separate counts. It overturns an interim report which found Tameside guilty.

PERSONAL COLUMN

Gerry Fowler

Pied pipers of the shires

By all accounts the Pied Piper of Hamelin was not a wholly lovable man. But he did manifest certain virtues. He got rid of the rodents before he disposed of the children, and he sought to honour his verbal contract with the ratepayers of Hamelin. When teachers tell children a thousand years hence of the plague of pipers which infested the shires, l.e.o.s of England in 1977, they will not be able to claim for them a similar sense of priorities nor comparable business honour.

Our new pipers have a technique of their own. If the rodents have been gnawing at the fabric of education, the course is to eliminate not the rats but the children. If children have no new books, little paper, and poor equipment, they may be incited to truant. If they cannot be given meals, because there is no one to supervise them, they may not return after the lunch break. And if there are no discretionary grants, they cannot proceed to further education and continue to consume scarce resources. In every way, money is saved. Away with the children.

As for the ratepayers of the counties, they were told that the objective was greater efficiency and the reduction of waste. It is true that they were not told that those principles translated into practice as savage cuts in discretionary areas and a reduction of standards in the compulsory sector. But in a sophisticated democracy, the electors should clearly have guessed for what it was they were voting.

In any case, "good" families in "good" areas should not suffer, since the PTA can always make up by voluntary effort much of the shortfall in l.e.a. expenditure. (If some areas are too poor to make that practicable, that is an unfortunate social fact for which no l.e.o. could be held responsible.) If some tiresome parents do not like what is happening, they can of course be kept at arm's length by bodies of governors and managers packed with trainee pipers wearing coats of a political blue uniform with those of their Shire Hall masters. Pied pipers shall be excluded from the local educational dance; only true-blue pipers shall be allowed to play.

Metaphor may give a heightened and too stark depiction of reality; perhaps the state of education in the shire counties is not as bad as I have suggested. But there is no doubt at all about the hypnotic effect which the persistent refrain of "cut, cut, cut public spending" had upon the electors in the county council elections this year, nor of the political colour of the pipers who endlessly reiterated it—whether or not they understood the music which they were playing.

It is certain that many of the humble burgesses and peasants of our latter-day Hamelins did not understand the consequences of being seduced by that same plangent melody. They did not realize that the "public spending" which must be cut meant the education of their children—as well as their housing, the roads they use, and the care of their elderly parents. Now, as so often, the victims of seduction are learning to their sorrow that it is an irreversible process.

My own Shropshire l.e.a., a good example of the new regime, has for some time been committed to a cut of £640,000 in planned educational expenditure in the coming financial year. This follows some five years of ever-tighter economy, with a steady reduction of the sum allowed per pupil for the purchase of books, stationery and equipment to less than half in 1973 value. Many schools have not been painted for 10 years. The number of discretionary grants for FE students has declined, pupil-teacher ratios have in some areas marginally deteriorated, and there is little in-service education and training of teachers.

Some would argue that this is the fault of the Government. I do not know whether the chairman of the education committee in Shropshire would be among that number, since the system of corporate management now used them, as in so many authorities, seems to reduce the holder of that office to public silence if not private impotence. The chairman of the policy and resources committee certainly advances that view. And he is the bell-wether of the council in what is after all a sheep-farming area.

There is indeed much evidence to suggest that last year's settlement of the financial support from central to local government bore hardly on rural education authorities. But that will not explain the determination of the Shropshire l.e.o., and many like it, to impose further cuts this year. What is the evidence for that proposition? Simply that the scale of the reductions in educational expenditure was determined by the county council months before the level and distribution of government support for local authorities were announced, and equally, a long time before the effect of falling interest-rates upon the authority's finances became clear. The rate at which local authorities finance and refinance loans is crucial to their forward planning; they have of late found themselves many millions of pounds more prosperous than they expected to be.

Next year's level of support from central government to l.e.a.s will be comparable to last year's. There are extra sums for the employment of some 7,000 more teachers nationally, despite falling rolls. There is money for a real, if slight, increase in meeting non-teaching costs—such as books and equipment. Allowance is made for additional discretionary grants to FE students. As for the distribution of the money, no l.e.a. can suffer to a greater extent than the sum a 2p rate will raise—in Shropshire the equivalent of about £½ a year for an average dwelling.

But Shropshire remains hesitant on its plans for reducing educational expenditure. There are to be no discretionary grants for FE students. Five hundred and seventy school meal supervisors must be dismissed; if teachers will now cover (voluntarily) for the missing supervisors, children may be sent home at lunchtime. Some children will be eliminated from effective education. Families where the wife must work to make ends meet will suffer more than others.

Shropshire is merely an example. L.e.o.s last year underspent by £100m by comparison with the sum initially agreed with central government. That is clear proof of the determination of some of them to cut frivolous spending upon children and their life chances. You could, of course, argue that the Secretary of State should take wider answers to ensure that money allocated to specific educational purposes is spent upon them. But if in the meantime you suffer from the delusion that, merely because you pay, you call the tune properly the piper in the shire l.e.a., when Christmas must indeed be the season of fairy stories.

Militants frozen out by 'return to reality'

NUS conference, Blackpool

Only one sprinkling from the cruet stamped "1968" flavoured the National Union of Students' conference at Blackpool at the weekend.

The gesture was made around midnight on Friday. The 700 delegates had learnt that 19-year-old Emmanuel Hand, one of the *Northern* Ireland representatives, *had* been detained under the Prevention of Terrorism Act as he stepped off the aircraft at Blackpool Airport and was being held at St Anne's police station.

When the debating finished (they do have their priorities, the Trots) about 11.45 the cry went up: "All to St Anne's", and the minibuses bumped the five miles along the coast road.

But they carried no more than *100 delegates* whose passions were quickly cooled, then chilled, by the dark, icy wind off the Irish Sea as they stood outside the police station. After about an hour they shivered off back to their hotels.

The turn-up meant that one in two of the For Left present had not responded anyway. Emmanuel was not in St Anne's but in Blackpool, it turned out. And it is the NUS executive's approach to Shirley Williams, who in turn, telephoned the Home Secretary, which secured Emmanuel's release rather than demonstrations, however desultory, in the streets.

The episode was symbolic of the change in character of the NUS which came out of the conference. For a time at least the attitude of "e doesn't agree with us, 'ave ef d brick at 'im" has been replaced by a readiness to walk along the corridors of power in those who hold it, sit down and negotiate and realize that compromise gains something, confrontation nothing.

This change of approach was demonstrated by the conference recognition that students are no public money and the public has a right to look at how they spend it; that holders of unspeakable opinions are better beaten in open debate than beaten up—so the "no platform for racists" policy of the past three years was rescinded; that Jewish societies, which are Zionist, should be tolerated or offending unions suspended from the NUS; and by the decision, possibly the most imitative of the new NUS look, to set up a small review body which will look at what the union can realistically expect to achieve and scrap anything it cannot.

This will mean less preoccupation with student entertainment, less effort and expense on finding vacation jobs for members, second thoughts before affiliating to every "solidarity with..." campaign that is born, a critical look at the number of conferences the union has (educational journalists and Blackpool Winter Gardens' cleaners will hold their breath for that one) and less activity on civil liberties.

This is inconceivable now, remembering that for some time after that blissful down of 1968 nobody bent a more frequent path to the door of the National Council of Civil Liberties than NUS militants, complaints of victimization on their lips and paving stones still in their hands.

Now they would be told, in the words of the resolution adopted last weekend, that "campaigning . . . is not a basic function of a union organization in itself", although it was all right provided it was confined to improving students' welfare and securing student representation on all education issues (necessitating research and analysis.

(The NUS can afford such confident expectations. The research behind some of its recent documents, such as the one on local authorities' attitudes to discretionary grants, has been impressive.)

Explanations for what Mr Dayid Wilks, chairman of the Federation of Conservative Students, called last Sunday, "the return to reality" of the NUS are not difficult to find.

The collapse of the union travel company last year was like a bucket of cold water over a party which thought the night was still young. It concentrated the minds of NUS leaders wonderfully.

At the same time the problem of no jobs for new graduates and newly-qualified teachers began to bring an reveal its magnitude. Agitation on behalf of this group or that, on this side of the world or the other, was seen to be the luxury of an age when there were more jobs than there were graduates to fill them. Bread and butter concerns began to predominate.

Less spectacular, but no less significant in its effect on student politics, has been the growth of the Federation of Conservative Students. Conservatives with a small "c" were always there, of course, and in the majority which is why left-wing extremists were able to dominate student politics.

Contempt for politics being a traditional conservative stance, right-wing students did not bother to turn up to union meetings and the left-wing took all.

About three years ago the few active Tory student politicians began to do something about this. A small but efficient cadre, working from Conservative Central Office, directed a recruitment campaign on the campuses. Tory Party funds have supplied as much money as the job needed.

In 1974 only one student union had a Tory president. This year there are more than 50 presidents and Dave Wilks expects membership of the federation to top 20,000 by Christmas.

Their literature at Blackpool was noticeably different from that of other pressure groups. Among the 20 or so leaflets delegates had pushed thun their hands as they entered the hall (wice a day most were of the pattern "Vote for us", followed by a brutal polemic of "them".

Those at the federation are less emotional, more informative, weighing up the afternoon's main motion, identifying the political origin of each amendment and, obviously off a better duplicator than, say, the Socialist Workers' Party would dare to be seen owning.

The humiliating failure of the union's biggest nonmoral activity, a rapidly growing Conservative student body, is cold comfort for the left-wing extremists who saw the new president, Miss Sue Slipman, took over last summer.

Those conditions alone would have given good grounds for Communist Party executive member Sue in treat a fairly cautious left-hand path. But she is also an apostle of Eurocommunism, that clean-shaven, short, back and sides image of Marx specifically designed to boost the conversion graphs of today's door-to-door disciples.

The chant of "Tory, Tory, Tory . . ." every time Sue rose to her feet can never have been directed so often at a Communist speaker.

Not without some justification. It was the Tory vote for her, in order to keep a Far Left candidate out, which carried her into the presidency at the Spring conference. And last weekend she stood on the same plank as the Conservatives on three important issues: public accountability of student union funds, the suspension of unions discriminating against Jewish societies and, visibly most important of all for her, the rescinding of the "no platform for racist" policy.

All three succeeded. It may have been no more than dutiful gallantry which led Dave Wilks to say at the end of it all: "This has been Sue's conference. No previous president has ever swung a conference like she has done."

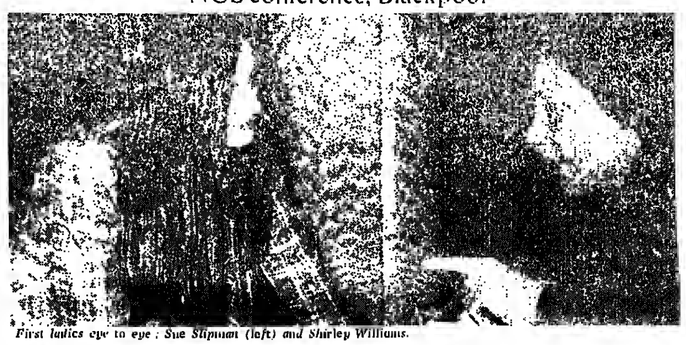
At the same time he rueefully added: "and stealing all the best tunes", a reference to the fact that successful resolutions had been Conservative policy for years.

The For Left, mostly Socialist Workers' Party and International Marxist Group, trailed home from Blackpool with little to be happy about.

Even their ostentatious championing of the Arab cause by going about the conference hall wearing the *kaffir*, that loose cotton scarf Yasser Arafat is never seen without, was blurred when one or two skull-capped Jews also adopted it, explaining mirthily that it was the garment of all Palestinians, Jew or Arab.

Impotent at the hustings, the Far Left delegates were reduced to gaining attention by clowning when there was not much happening at a hysterically noisy demonstration when there was, and once or twice the hunk of chrysanthemums at the foot of the platform was threatened by a foot rush.

But if student politics keeps to the road it set out on last week, there will be fewer of those threatening feet on it.



First ladies eye to eye: Sue Slipman (left) and Shirley Williams.

Shirley sets out her list of priorities

The temptation to 16 to 19-year-olds to leave full-time school or college for a part-time course which entitled them to supplementary benefit or a Manpower Services Commission training allowance was acknowledged by Mrs Shirley Williams, Education Secretary, when she addressed the conference.

"This area of intermediate level of education is the weakest in the British education system", she said. Yet, helping young people in this age group who were not in full-time education was the highest of her priorities.

"In addition to the financial difficulties, the profusion of qualifications in this area is very complex and it is not always a simple matter to obtain good advice. It is to be hoped that before too long some of the jungle will have been cleared and simplified by the Technician Education Council and the Business Education Council."

Against a continuous background of shouting and heckling from about 100 left-wing students, Mrs Williams said she was also aware of the harsh imposition on sandwich course students who were charged full fees by their colleges while away in industry.

"We shall be recommending to universities and polytechnics that in future sandwich students should pay only the costs of supervision and organization during their industrial year."

Reminding hecklers who were in higher education that they were the most highly privileged in the system, Mrs Williams gave an assurance that tuition fees would not rise in real terms next year. But objectors to the differential fees charged to overseas students should face the question of how places were to be rationed.

"Should we let only those in who can pay the full cost? Or do we moderate the uneasy compromise of a low fraction between full cost and the full cost?"

Already 12,000 overseas students were being helped by bursaries mostly provided by the Ministry of Overseas Development.

The NUS, she said, had always insisted on being listened to by the Government. The union should extend the same right to others and she regretted that some unions had withdrawn support from Jewish societies.

The NUS should help in combat the activity of racist groups trying to influence schoolchildren. "Many of them are much more willing to listen to the views of people like yourselves, who are only a few years older, than to the older generation."

Reports by Bert Lodge

Polys press for equal shares

This Committee of Directors of Polytechnics wants to put to Mrs Williams, Secretary of State for Education, the polytechnics case for a bigger share of student numbers in 1980s.

The move comes in the wake of new figures for higher education places which overturn plans outlined in the 1972 White Paper *A Framework For Expansion* for an equal share of numbers between the universities and the public sector institutions by 1981.

Last week Mrs Williams told the Commons that the Government was to peg advanced further education places in polytechnics and colleges at 250,000 in 1981-82, while allowing universities to increase their numbers to 310,000.

The committee feels that this is a departure from the previous "even handed" policy towards student numbers. It sees Mrs Williams's failure to set a precise polytechnic student population target within the advanced and further education total as an ominous sign.

These factors, taken together with the universities are to receive a grant of £4.5m in the additional building programme, whereas the DES is to only allow local authorities to "provide a small increase in the resources allocated to polytechnics", have led in fears that the distinctive contribution made by polytechnics within the advanced further education sector could be eroded.

The new projections mean that university student numbers should rise from 272,000 in 1976-77 to 310,000. In 1981-82—an increase of 14 per cent.

Scottish advanced further education and teacher training places would rise from 27,500 to 31,000 (a 13 per cent increase), teacher training numbers in England and Wales would drop from 86,500 to 38,000 (a drop of 56 per cent), and other advanced further education places in England and Wales would increase from 130,000to 181,000.

Thus, although the advanced and further education sector in England and Wales, which includes polytechnics, would increase by 39 per cent, there is to be a massive percentage fall in the number of teacher training places.

Dr Suddeby says that the percentage increase for the university sector is calculated from a larger base sum (the total number of students) than that for the advanced further education sector. This means, he says, there would need to be a larger percentage increase in polytechnics for relative student numbers to start approaching equality.—*THES.*

Oxford elevates Halsey to chair

Dr A. H. Halsey (above), director of the department of social and administrative studies at Oxford University, has been appointed professor.

Dr Halsey started the department in 1962, one of just two staff, and has built it up until it now has 25 members. Oxford has however always been very cautious about giving the full panoply of academic recognition to new subjects, and Dr Halsey's appointment is to a personal chair. By making the appointment in this way, the university has acknowledged Dr Halsey's personal eminence without putting its seal of approval on his subject.

Brainy girls are still able to head for the top

As many girls are going into higher education as ever contrary to speculation that the numbers might be reduced by college of education closures, according to Mrs Shirley Williams, the Education Secretary.

Girls with two A levels can choose from a wide range of degree courses, including those offered by many former education colleges, she said in a lecture at Birkbeck College, London, last week. Girls with only one A level will be able to apply for places on HND or technical courses in vocational subjects. They should consider careers in engineering and other subjects traditionally dominated by men, she said.

Mrs Williams also referred to the increasing middle-class domination of higher education. Nearly half the applicants for universities, polytechnics and other institutions are the sons or daughters of professional people, administrators and managers, she said.

These middle-class candidates gained ground between 1970 and 1975 when their proportion grew from 44 per cent of student recruits to 51 per cent. However, these groups only represent about a quarter of the total population.

This contrasts with the way the sons and daughters of working class parents—the skilled, semi-skilled and unskilled—fare. These groups form nearly two-thirds of all people in Britain, yet they account for less than one-third of those applying for higher education places.

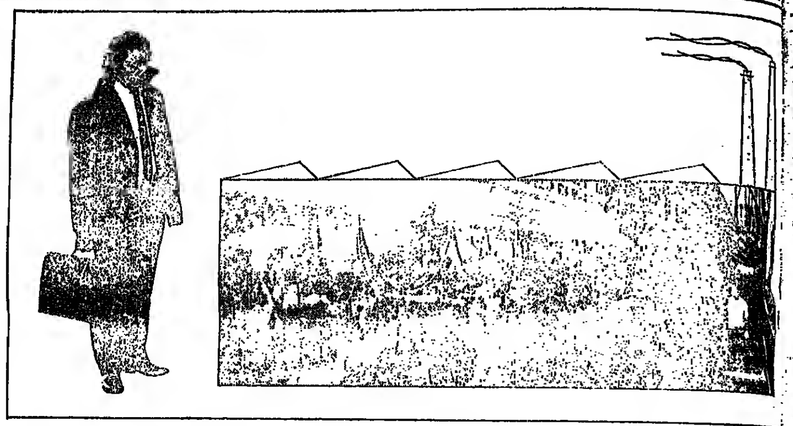
Deeply-rooted factors were influencing the aspirations and decisions of young people in other directions, she said. Differences between middle and working class children were apparent as early as the age of 16. A survey carried out in 1975 found that 60 per cent of middle class 16-year-olds wanted to stay on in full-time education, twice the number of working class children.

Mrs Williams bemoaned the amount of specialization in the British education system. "Do we specialize too early because of the intensive pressure of O and A levels", she asked. "I think we do specialize too young in Britain."

One of the problems of over-specialization was that people were not able to move jobs because their training and education had been for one specific career.

How sir left the classroom to cast light on dark satanic mills

teachers to industry



Stephen Cohen reports on the CBI's long-running scheme to introduce

The Prime Minister wants schools to have close links with industry. Industry bemoans the quality of school leavers. Teachers get slated for persuading pupils to opt for anything but an industrial career. Everyone is in on the act but is anyone acting?

Surprisingly the answer is Yes. And, in response to the moaning minnies who have been urging that something should be done about the dreadful state of relations between school and work-place, it is even more surprising to discover that every year for the past 12 years hundreds of teachers have been taking time off from the classroom to go into factories and offices to see what life is like beyond the classroom door.

The Confederation of British Industry started a scheme in 1966 to introduce teachers to what the CBI likes to call working life. For three weeks at a time teachers have been going into organizations ranging from Rolls Royce to Fantasie Foundations, from the British Aircraft Corporation to Kleeneze, from W. D. & H. O. Wills to Preston Royal Infirmary.

They can work at a bench, in the accounts office, drawing room, on the production line or follow part of an apprentice's training course. They can visit the heads of a company's departments without ever doing a stroke of work, just meeting and talking in get on overall picture. The design of the three-week course is open to the teacher and the company. The aim is to give teachers an insight into young people's first contact with work.

The CBI also wants teachers to gain a better appreciation of the standards employers require of school leavers. There is also the hope that employers will come to a greater understanding of some of the problems facing schools. And there is the prospect of close links being set up between schools and neighbouring companies.

The scheme is organized locally between industry and the local authority. The regional office of the CBI finds the companies, the authority produces the teachers. The cost is theoretically split between the two; the authority pays for replacement staff if they are needed, the company pays indirectly by losing production while managers and workers take time off to deal with the teacher's questions.

Applications from teachers to take part in the scheme are increasing. Last year, for example, only six came forward from the Avon area. This year teachers were turned down because there were not enough companies available. The take-up depends on goodwill from the firms and the willingness of the local authority to pay for extra staff. Avon County Council has decided to save some of the cost by insisting that one week of the scheme takes place during a school holiday; it costs £196 to obtain a supply teacher for a fortnight instead of £294 for three weeks. The rule also tends to discourage those who just want a break from school.

Mr Peter March, careers adviser for Avon, briefs the teachers before they embark on the three-week course. He suggests they think about how their school's career service could be improved as a result of meeting school leavers now in a job. And he asks them to look at the firms' demands on the leavers—are they too high in terms of ability and attainment, for example.

As a public relations exercise, the scheme works well. Teachers discover that dark satanic mills no longer exist, that rewards can be high and that opportunities for promotion can present themselves early.

They also find out that metric measurements, which have ousted Imperial units in schools, are not used as widely as they imagined. Apprentices have to be taught feet and inches in the first day at their factory bench.

Mr Stuart Sykes, a Bristol head teacher, says: "In the schools we thought it was industry's job to get to know what was going on in education. In the same way, industry thought we should know that they were still using Imperial measurements."

Mr Sykes acknowledges that schools have been prejudiced against industry. But now ayes are being opened and, as a spin-off from the three-week scheme, teachers and industrialists in the area are arranging one-day visits to companies and setting up links between schools and local firms to make it easier for the factories to get the right people. Nearly 350 teachers will take part in this venture this year. One of the prime movers is Mr Peter James, a personnel manager from Bristol.

"There is a general feeling that trends indicate a declining standard of literacy and numeracy over recent years, and this impression we have conveyed to the schools", he says. "Many educationists have, however, told us that this is to be expected, saying that industry is not the most popular of careers and their pupils should be going on to further full-time education or into commerce, the professions or service industries. This is the sort of trend we are trying to reverse."

"Our impression is that too much time in schools is spent doing your own thing: free speech and free action have gone too far. There just isn't enough time spent on the three Rs.

Mr Sykes, the head teacher, says the first benefit from the day visit scheme is the friendly dialogue which ensues. "If you know the people you are talking to, it makes for a better relationship. We are more aware of the kind of applicants that industry wants."

So far this scheme has only been going for two years. But it has fired Avon industry with enthusiasm. The local Rotary Club has produced a directory of employers which describes the opportunities open to young people and what training they can expect. Some firms have altered their selection tests after advice and comments from teachers. And a sixth form has proposed that a science project in school should be linked to a product or firm involved in the visits.

But while the day-visit scheme allows teachers to have a look at the menu offered by industry, it is the three-week course which gives them a full taste of working life.

Mr Peter Snape, head of King Edward VI School, Totnes, in Devon, went to a china clay company at Newton-le-Willows. The raw end of the business is the extraction of great gouts of Devon Hillside by behind this mechanical operation lies a sales force, accountants, managers, technicians and a secretariat.

"I was impressed by the need to make profits", Mr Snape says. He was also impressed, as a headmaster, by the way industry allowed for instant decision-taking. Unlike schools, where decisions are arrived at slowly, industry often demands instant answers to major problems.

"Managers have interesting lives. They have total freedom to do what they like. The whole of the education system is against risk-taking. We don't encourage people to take a jump in the dark. Career advice will almost always be: 'take a steady job'.

"But industry needs the risk-takers and entrepreneurs. Schools are in conflict here and I wasn't aware of that".

Mr Stanley Caldwell, sixth-form master at King Edward, says: "We've pioneered a system of railroading. Children are geared along narrow lines." But middle managers told Mr Caldwell of his spell with a haulage company's sheet explained to them while at school they regretted never having a balance-sheet explained to them while at school. Now the sixth form at King Edward is playing business games and attending courses dealing with laws on employment and hire-purchase contracts.

The industrialists hope for something more. Mr Bryn Evans, personnel manager of Watts, Blake Bearne of Newton Abbot, says: "Children get the impression that industry is a necessary evil. There is too emphasis on the fact that you can't have ideals without someone producing the cash." It's not an easy gap to bridge.

"Maybe industry should go into schools, but we are not trained to talk to children. We have to get into children in the last three years of school the connection between an ideal life and reality. There is a job to be done preparing children's minds for the thought that the world goes round because people make things to move it round."

Mr Geoffrey Sawtell, managing director of the Investiere Coat Company, Newton Abbot, is worried about the transition from school to work and, in particular, the way young people are ill-prepared to cope with long hours of work.

"It is extremely difficult for them to switch to a 40-hour week after school. They get tired; it's a great shock."

Mr Sawtell also makes the telling point, since he is in the clothing business, that half the needlework teachers in his local schools have never visited his factory even though there is an open invitation.

This point is echoed more than 200 miles away by Mr Jack Nobbett, personnel manager of Bromley Engineering Products, Lancashire. Careers teachers do not come in his factory, he says. "So how can they tell their students what companies do if they have no idea what goes on inside them?" Invitations to teachers fell on deaf ears, he says.

Burnley Engineering Products is a highly specialized company. They make seals for Rolls-Royce turbo engines, build stand-by generators for power stations, and manufacture casings for submarine nuclear missiles. Mr Brian Lee, careers teacher from Ivy Bank Comprehensive School, Burnley, is in the factory for three weeks. He is in the firm's training centre following the same course as school leavers. He is turning, drilling, polishing, measuring and, above all, learning.

He has had his eyes opened to the importance of accuracy. A difference of a few thousandths of an inch can lead to rejection or acceptance of a machined part by the quality control staff. And when a faulty piece of work is handed back in a factory there is a forceful reminder that if it is repeated too many times, there won't be a job available for long.

"The school examination system does not let you know what failure is like", he says. "We don't tell them to do the exam again. At work, a thing is either right or wrong."

Mr Lee's education loses some of its meaning when Mr Nobbett, personnel manager, reveals that the firm did not take on any apprentices this year. Back in Devon, youth unemployment in September stood at 3,460. A year before it was 2,857. In Avon the careers service is facing up to the prospect that there will never be a job for some young people. The 5,431 unemployed last July had 121 vacancies to fight over.

Mr March, the county's principal careers adviser, said in a report earlier this year that a dramatic increase in job opportunities was needed to prevent unemployment on a disastrous scale. With a growing pool of qualified young people, both in terms of GCE and CSE and vocational skills, there is increasing pressure on the least qualified and disadvantaged groups.

Firms are also likely to turn to experienced, trained adults who are out of work when recruiting rather than spend time on school leavers, Mr March said. But the CBI scheme is not designed to equip teachers to deal with unemployment. It is there to make sure industry gets fair treatment in schools. So how did some of the teachers react to their experience?

Mr G. P. Vaughan, an Avon head, went to a cake company. Younger workers, he said, found it difficult to come to terms with the restrictions and regulations that were essential in a food manufacturing industry. They found the long hours—up to 12 hours a day including travelling—very difficult.

Some school leavers told him they were very dependent on the good will of older workers. If they did not fit in they would not last long. Some leavers entered the factory with a "we know it all" attitude which upset the more experienced.

Mr Vaughan then went to a small engineering company. The noise was something a learner would have to come to terms with. "An ability to use log tables seemed to be high on the list of requirements. The ability to read precise instructions was essential."

He concluded by recommending that the firm should provide work experience for groups of two pupils at a time in their last year at school and then employ the most suitable.

Another teacher, Mr K. Mabe, used his visit as an opportunity to correct the image of comprehensive schools in the minds of some senior employees in the engineering company he went to. "This aspect alone justified closer links between schools and industry", he said.

Mr D. B. Harris, who went to W.D. & H.O. Wills, the tobacco company, said industry and primary schools should be encouraged to get together as "foundations for improved basic skills must be laid at an early age.

"An unbiased picture of the present and desired role of trade unions should be given in the fifth year at school", he said. He also wanted industry to publish the test papers used to select candidates for jobs.

Mr M. D. Cook, who went to Rolls-Royce, said he was surprised that the question of numeracy and literacy were "very low key". The bigger issue appeared to be that of apathy and lack of motivation on the part of the trainees and an unwillingness to learn.

"The continual problem, however, was industry's image. In general, what was seen at Rolls-Royce did little to change this image—noise, smell, boredom, lack of democracy were all still too evident, even though everything was done to minimize them."

Mr Roger Ford, who went to Hawmet Turbine Components Corporation, Exeter, carried out a small survey among the work-force. He discovered that apprentices, trainee technicians and other technical staff thought schools had prepared them adequately for work.

Clerical and secretarial staff, however, were very dissatisfied with their school subjects. They asked for typing, shorthand and book-keeping courses in schools.

Manual workers and operators also thought their school subjects did not prepare them for industry. But they did say that physics, maths, technical drawing and metalwork courses were useful in their work.

Mr Michael McDowell went to Kleeneze in Avon. His report sums up eloquently the reactions of many other teachers on the scheme. "There is little doubt that every pupil, on leaving school and taking a job in industry, experiences problems of various kinds to a greater or lesser extent.

"As a profession we must begin to realize that this transition from school to work can have a marked effect on many adolescents. They are rarely adequately prepared for the pressures that the world of industry thrusts upon them. People are employed by a company to do a job, and in doing that job they justify their wages.

"Many enlightened companies ease the school leaver into responsibility, but leavers do not know the difference between light and heavy responsibility. They only know that the work they are doing now must be right, that they are being relied upon by their fellow workers and their prospects of promotion now depend on their performance.

"Industry will continuously bemoan the fact that pupils are leaving school without a satisfactory level of literacy and numeracy. There are stories of school leavers who could not tell the time, could not make out a time sheet and could not count above 200. Schools have a duty to make every pupil literate and numerate, but they also have a duty to ensure that every pupil has confidence in their own literacy and numeracy.

"Many of the recent school leavers that I met expressed their apprehension on whether or not the techniques they learnt in school would now apply to industry. Was the mathematics and English that they mastered in school relevant in the commercial world? Not only that, but what techniques should be applied to the problem? Percentages, decimals, or what?" Mr McDowell pointed out that schools were being left behind as industry developed new technology.

Health and safety rules at work were strict compared with school rules, he said. "The sanctions against those who disobey what is the letter of the law are extensive to the point of dismissal or being moved to a less well-paid job. Recent school leavers expressed their surprise at this—such things were outside their experience. Such a topic could be easily included in some relevant syllabus."

Psycho-social problems also concerned Mr McDowell. "The first feeling of the new young employee is one of loss. They have lost friends, an individuality and status. A few weeks before they had all this at school. Now in their own eyes they appear to be barely above significance.

"Who should be called Mr? Who should be called Charlie, and who ignored? One recent leaver was really adamant on this, saying that it took a long time before he began to talk ideas through with superiors, still being conditioned to accepting without questions the words of those placed above."

Mr McDowell said there was little that could be done in schools to solve this other than telling children of the difficulties they would find in building up relationships.

"In industry every job has to be finished correctly. In school a piece of work was offered, it received seven out of ten and that was the end of it. In industry such standards do not apply. They have to apply their knowledge to the extent that a job is totally correct. If not, the repercussions are many.

"Finally, and perhaps most importantly, there is the interview. Schools are very loose about this. All school leavers talked of the problems of their first interviews.

"Interview technique is absolutely vital, for with the present situation of youth unemployment, it is the qualifications that get the interview and performance at the interview that gets the job. Of all the problems of the school leaver, this could be paramount, yet it is the easiest remedied. Simply do it as part of some course."

SPECIAL ANNOUNCEMENTS

THE NUFFIELD FOUNDATION

SMALL GRANTS FOR INNOVATIONS IN SCHOOL MATHEMATICS TEACHING

Applications are invited for grants to support innovations in mathematics teaching in primary and secondary schools.

The grants are intended to support promising developments in mathematics teaching which cannot be provided for from the normal school budget, to support schemes for the continued development of promising innovations, and to enable groups of teachers to work out among themselves ways of enhancing their own competence as teachers of mathematics.

Particular attention will be paid to the originality of proposals. It is not intended that the grants should be used to support normal teaching costs.

There are no application forms. Applications should include a title and brief summary of the proposed project; a description of the work to be carried out, including a brief description of the background to the project; and a budget estimate. Grants will be awarded to the school at which the applicant teaches, and proposals should be accompanied by a statement from the headteacher indicating that he or she supports the proposal and is willing to administer the award.

Applications should be sent to:— The Director, the Nuffield Foundation, Nuffield Lodge, Regent's Park, London NW1 4RS, and should arrive no later than January 2nd, 1978.

New life for axed colleges

Many surplus colleges of education are likely to be used for other educational purposes, Mr Gordon Oakes, the minister responsible for higher education, said in the Commons last week.

All but a handful of the 20 colleges or centres that have closed since 1974 were already being used in this way.

At Alowick, Northumberland, the l.e.a. is adapting part of the premises to assist with secondary school reorganization. Mary Ward, Nottingham, is to be used by the University of Geological Sciences. Redbrook, Shrewsbury, is to be used by Shrewsbury Technical College. Saffron Walden has been leased to the Bell Educational Trust who are interested in establishing an English language school. Wentworth Castle, Barnsley, is to become a residential adult education centre.

Coloma College, West Wickham, is to be turned into a Roman Catholic comprehensive school. Endsleigh, Kingston-upon-Hull, is to be acquired for Hull College of Higher Education. Hereford's premises will rehouse the Royal National College for the Blind. Kesteven, Grantham, is being bought by the NUT for a staff training and conference centre. Philippa Fawcett and Furzedown, London, are in use as a comprehensive school.

Futtericdge Bury (Luton College of Higher Education), Luton, is to be used for other educational purposes. Part of the premises of Barton St Michael, Salisbury, have been sold for use as a hostel for nurses. Sittingbourne is likely to be used by Kent education authority as an in-service training centre. Culham, Abingdon, is to be used as a European school in connexion with the Joint European Torus (JET) project.

Literacy drive changes course

The successor to the Adult Literacy Resources Agency—a new Adult Literacy Unit—was given the go-ahead by Mrs Shirley Williams, the Education Secretary, to Parliament last week.

The present adult literacy campaign comes to an end in March, 1978. To continue providing a focus on the needs of adults with reading and writing difficulties, the Government, the local authority associations and the National Institute of Adult Education have agreed on a scaled-down version of the programme. The new unit, run by the NIAE, will have a life of two years and an annual budget of £300,000. Two thirds of the money will be reserved for projects "of relevance to local authorities and for grant-aid to voluntary bodies".

Easy does it for job seekers

A new scheme is going ahead to simplify job applications for student and qualified teachers. STAP—the Standard Teacher Application Project—is being run by Middlesex Polytechnic as a service to local authorities.

A master form is available which the applicant fills in personal details. The form is photocopied and the details specific to the vacancy written on the photocopy. The scheme is designed to save applicants time and money required by filling forms and repeating personal details each time they apply for a job. It also aims to save local authority printing costs.

After a feasibility exercise earlier this year several authorities—Inner London Education Authority, Croydon, Haringey, Newham, Tower Hamlets, Richmond upon Thames, Humberside, South Glamorgan, Bradford, Surrey, Wiltshire, Avon, Cleveland, Somerset—have agreed to use the scheme. More may join in later.

Advertisements inviting applications under the scheme will carry the letters STAP.

Further information from Douglas Dawson, STAP Officer, Consultancy Services Organization, Polytechnic, Bounds Green Road, London N11 2BQ.

Pressure on staff who handle the hard cases

Staff who teach special classes of difficult children have a physically exhausting and emotionally demanding job. They work with disturbed and troublesome children for much shorter periods than ordinary teachers and often in comparative isolation.

These points are made in a report of a project carried out by the National Children's Bureau which looked at a special class of eight senior school pupils who were too disruptive or withdrawn to attend an ordinary school all the time. The project leader, Carolyn Okell Jones, concluded that the teacher was not given enough support from other professionals to carry out such demanding work.

"Phenomenal demands were made on her throughout the term", says the report. "She spent eight sessions a week working with difficult children in an isolated setting. She was allowed two sessions for administration, report writing and home visiting.

"While attempting to amass full social histories on the project children we were appalled at the paucity of information routinely made available to this teacher, which sometimes meant that she had to adopt an entirely speculative approach to her work, especially when a child first entered her class."

It would have helped if a social worker had been able to deal with some of the families' demands and coordinate work with other agencies. The teacher was often distracted by telephone calls during class. On one occasion the head of the ordinary school one of her children attended rang to ask her to come and handle the child who had pulled out a knife as this was better than calling the police.

The report, which appears in the autumn issue of the bureau's publication Concern, recommends that teachers' centres should help staff with their difficulties, and that the Government should work out a co-ordinated strategy for disruptive children.

Much work was needed in bringing together different professionals, the report said. The status of the teacher in the project was devalued and her opinions not given enough weight by other professionals. "For example, it seemed that the social workers had no idea of her qualifications, experience and skills in working with disturbed children."

The report found a lamentable lack of cooperation between local authority departments. Social services would not be automatically told if a child was placed in a special class and/or temporarily suspended from school, nor would they be asked to work with the family during this time.

Concern, National Children's Bureau, 8 Wakley Street, London, EC1, 65p.

Taylor too costly—councils

The Taylor Report on school governors seriously underestimates the administrative cost of some of its recommendation for change, the Association of County Councils said this week.

The ACC's education committee has already emphasized the danger of the report being applied "in a too prescriptive way" and stressed the need for much greater flexibility.

Although the ACC accepted that the various groups mentioned in the Taylor report "should be represented on governing bodies", it could not accept the proposals for an equal balance for the four groups of teachers, parents, the local authority and the local community.

"In view of the l.e.a.s responsibilities, the education committee feels it important to retain the possibility of local authority majority representation on the governing bodies" said a spokesman. Any new legislation should allow a "wide degree of local discretion" on the form and level of such representation.

The ACC is to put its own suggestions to Mrs Shirley Williams.

Caning can work, report claims

Corporal punishment is not the panacea for all disciplinary problems but it can be used to "effect learning", according to an article in the latest issue of the *School-master and Career Teacher Journal*, published by the National Association of Schoolmasters-Union of Women Teachers.

Mr Edward McCann, senior lecturer in education at Stranmillis College, Belfast, says most of the myths surrounding caning have been dispelled and that it does not necessarily lead to an aggressive attitude on the part of the pupil.

Mr McCann claims that the majority of parents and pupils are quite prepared to acknowledge the teacher's right to administer corporal punishment. But he warns that it does have "vicarious effects" on a substantial minority of children who should be identified.

He concludes that the debate about corporal punishment has so far been unsatisfactory, mainly because it is an emotive issue. "What is needed within teaching is a positive determinism and commitment to examine school discipline problems.

Nurseries to stay open in holidays

Two infant schools in the London Borough of Islington have extended hours in their nursery classes and keep them open during holidays for children whose parents are both at work.

A third school—in Camden—is likely to follow suit next year and keep its nursery class open from 3.15 pm to 5.30 pm and during vacations.

The schemes are being funded by the Inner London Education Authority together with the social services departments in Camden and Islington. Islington also employs a special officer for pre-school development on an Urban Aid grant from central government.

The ILEA is not permitted to spend money on nursery classes outside school hours, and the boroughs would have found it very expensive to have started nursery classes of their own. This way the cost is kept down. The authority provides buildings and equipment, the boroughs money for staff.

The Islington schemes have been running since September, 1976, and the Camden scheme is expected to start next year at a cost to the borough of £8,488 a year. The class will take from eight to 10 children aged three to five during term and 20 children during the holidays. The church will be 30p a session.

Mark Jackson describes how the most purposeful of the schemes so far devised for the jobless leaver went adrift.

Delays wreck office training scheme

In spite of their support for job creation and work experience schemes, most local authorities are aware that their main contribution to the problem of the teenage dole queues has been to lengthen them.

In most places, leaver recruitment has borne the brunt of cutbacks in staffing. Cheshire, for example, took on six last year instead of a former quota of about 60 a year.

At the end of August last year the Local Government Training Board responded gladly to a suggestion that it should produce a scheme for councils to train some of the jobless—whom they could not themselves employ—as qualified clerks for private firms and the nationalized industries.

The proposals came from the Training Services Agency, who undertook to pay for the training. Whatever was done would have to be done quickly, it said.

A working party of the Manpower Services Commission was about to try to derive a permanent programme for the jobless young, but the local government scheme would be no part of it. This would be funded as part of the existing temporary jobs crisis programme, which was due to run on within a year.

It should be a one-off crash training course which could provide a substantial number of places for unemployed youngsters during the months ahead.

It took Mr John Conroy, the board's senior training adviser, just three weeks to produce a detailed scheme. Local authorities would be asked to take groups of their own jobless youngsters into their offices for about six months as a special form of work experience.

Unlike the youngsters in the general work experience scheme which the Manpower Services Commission was at that moment starting, the leavers accepted for the local government training scheme would get a specific training for a recognised qualification—the Certificate in Office Studies.

Each authority would be asked to recruit and select its own batch of trainees, and to arrange for them to receive formal instruction for the certificate in further education colleges. For this reason, it was proposed that only local education authorities, together with the Inner London boroughs, be invited to take part.

The vital importance of the college studies element in the scheme made it necessary for Mr Conroy to rush the plan through. The trainees would have to catch up with ordinary clerical trainees—youngsters who had jobs and were studying on day release—who had already begun their courses.

Mr Conroy was assured by colleges all over the country that they could provide four week block release courses to enable the local authority trainees to catch up—provided the course could be running before the end of the first term.

This meant that the scheme would have to be operating before the end of November. Since the authorities would need time to digest it, decide whether to participate (which meant formal staff consultation), and recruit the trainees, they needed to be told by the beginning of the month.

The proposals went back to the Training Services Agency in October for final approval. The agency's masters, The Manpower Services Commission, gave it—in December. As a result, the local authorities only heard of the scheme in January.

By then, it was too late for recruits to have any hope of completing their certificate studies within the period envisaged. And a large number of the councils were already committed to the general work experience scheme.

The Local Government Training Board had to put the deadline back a month to give authorities time to make up their minds, and the first trainees arrived in the town halls in April.

Now, just under 500 school leavers are training under the scheme. Most of them are concentrated in the few areas where the local authorities were enthusiastic—such as Stockport, which has 90 youngsters, and Barrow, in Cumbria.

Most of the trainees, however, did not start in April. So few—less than 100—had been recruited by the original deadline that had the scheme remained, as intended, a strictly one-off operation, it would have been a fiasco.

Instead, the training board persuaded the Training Services Agency to relaunch the operation and recruit a second batch of youngsters this autumn—a year after the scheme should have taken on its full original quota of trainees.

Mr Conroy insists that there was nothing to prevent the Manpower Services Commission from giving its approval in time to let the scheme go ahead as planned. The commission, he says, wished to permit the work experience programme—ahead of it in the pipeline—to be properly established.

"That, unfortunately, is the way institutions seem to behave. I am sure that they wanted both schemes to be a success, and simply did not realize that what seemed to them to be a sensible ordering of priorities would be disastrous."

In February when it appeared that the scheme might have missed the boat as far as the local authorities were concerned the commission told the TES that it had not held it up unnecessarily, and that it still stood every chance of reaching its objectives.

This week the commission again insisted that it dealt with the matter as quickly as it could, and denied that the timing of the work experience programme had any effect.

It would be wrong to attribute all the difficulties to the delay, says Mr Conroy. "Local authority attitudes were very mixed. In some cases they had problems in securing staff association approval because of reactions to staff cutbacks. In others they were worried they might be faced with many demands for extra staff to supervise the trainees.

"Some careers officers, including one principal officer, did not want to cooperate because they felt the scheme would be used by employers as an alternative to taking on their own normal quota of trainee clerks.

"But even if the scheme has not taken place on the scale planned, the quality of the training has been impressive. Apart from the benefits to the youngsters, some of the councils have learned much they needed to know about supervising and counselling young staff."

A similar scheme is now being operated in Scotland by the Training Services Agency itself. Two hundred leavers are receiving training in local offices.

Compromise plan will fix bottleneck in skills

The Government is to go ahead with a "second best" scheme to put industrial training on a sounder footing. Mr Albert Booth, the Employment Secretary, announced this week that the proposals of the Vital Skills Task Group are to be implemented.

Under the new system the main responsibility for training will remain with employers and organizations such as industrial training boards. But the Manpower Services Commission will monitor their plans closely and move in to provide help where it is needed, to ensure that the country's overall training needs are met. The scheme is a compromise which has been reached following the rejection by employers' organizations of the commission's earlier plan for a national training scheme funded jointly by industry and the Exchequer.

The plan is based on surveys carried out by the Training Services Agency to establish the truth about conflicting reports on the supply of skilled workers. The general conclusion is that although there is no overall shortage of skills, employers' difficulties in getting hold of particular types of skilled manual workers even when unemployment is high can create bottlenecks and hold back expansion.

The task group's report says that it is in jobs involving mainly broad-based skills that the most serious imbalances tend to arise, and that they can be met more rapidly by retraining adult workers than by adjusting intakes of young entrants.

"The main obligation for making the labour market work more effectively must rest with employers and trade unions," it says.

But the group insists there is little doubt that adults can more effectively be retrained if they have been through a systematic course of training and education as particularly important. It supports a systematic entry of young persons into long term training and education; the encouragement, training and retraining of adults; and such training to be based on both industry's needs and the individual's.

The criteria which the Training Services Commission will expect other training bodies to follow under the new system are:

- Schemes of training and further education to take account of both young people and adults, whether or not they are in employment.
- All training to lead to recognized standards.
- Systematic planning by employers of young people's occupations which require training.
- Length of craft apprenticeship training to be based on what is to be taught, with provision for trainees to become qualified quickly as possible—the practice of making entry age more flexible to provide opportunities for later acquisition of skills to be considered by employers and unions.
- Organizations to publish plans showing they have systematically analysed manpower, training and further education needs.

The commission will now ask industrial training boards and other training bodies covering the private sector to submit by next autumn both their proposals for action and details of the help they require so that they can be implemented in the following autumn. Meanwhile, the various Government training grants provided under the temporary special measures will be extended to cover training starting next year.

Holland: guidelines needed

Careers officers are still worried that the new Holland programme may not provide suitable opportunities for all jobless school leavers.

Mr Ray Hurst, secretary of the Institute of Careers Officers, said this week that it was highly unlikely that any leaver would be deprived of a chance to participate because of the loophole reported last week in the *TES*—which makes admission to the scheme dependent on the decision of the careers officers and local departments of the Employment Services Agency.

But there was real danger that careers staff would be unable to find opportunities for the most disadvantaged youngsters because employers and other sponsoring projects might insist on more qualified recruits.

"Sponsors must be told," he said, "that if they are going to be given public money they must not exclude those who most need help. That is what has happened in many cases under the present of temporary measures.

"We have already made strong representations on this matter to the Employment Secretary. We think that the national manpower board being set up to run the programme should issue clear guidelines to the area boards to pass down projects which appear to involve selective recruitment."

£1m for new loos

Leeds City Council is to spend £1m *to equip* all their 41 schools which have outside toilets with modern indoor lavatories within two years.

People

Schools

Mrs K. M. Hughes, deputy head, Stamford Street Gilbert of Sempringham CE (Controlled) School, Lincolnshire, is to be head of Grantham Harrowby CE (Aided) Infants' School, Lincolnshire.

Mr J. R. Wright, deputy head, Wnad Farm Junior School, Buxton, is to be head of Helpringham County Primary School, Lincolnshire.

Miss P. A. Morris, deputy head of Exton CE School, Leicestershire, is to be head of Greatford CE (Controlled) School, Lincolnshire.

Mrs J. V. Davies, assistant teacher, Ferrers Primary School, Leicestershire, is to be head of Osbournby County Primary School, Lincolnshire.

Mr Garry Jones, deputy head of Henry Compton Boys' Comprehensive, Fulham, London, is to be head of Charlton Boys' Comprehensive, Greenwich, London.

Universities

Dr Michael John Morgan, lecturer in psychology and a fellow and tutor of Queens' College, Cambridge, to a chair of psychology at the University of Durham.

Professor Phyllida Parsloe, professor of social work in the University of Aberdeen, to the chair of social work at the University of Bristol.

Dr Jan Simmons, reader in geography at the University of Durham, to a chair in geography at the University of Bristol.

Dr Robert F. Dearden, reader in the philosophy of education, University of London, is to be professor of education and head of the department of history and philosophy of education at the University of Birmingham.

Professor W. Elkan, professor and head of the department of economics at the University of Durham, to the chair of economics at Brunel University.

Transfer eased by living with teacher

Transfer from primary school to secondary could be less traumatic for children from disturbed homes if they could live with their future teachers for a short time beforehand, says the King George's Jubilee Trust.

Lodging 11-year-olds in hostels for a five-day programme of outdoor activities with their new teachers showed that they benefited greatly from communal living and the responsibilities associated with it. Their subsequent school careers were significantly improved.

The trust is to try to discover if short residential courses between the ages of 11 and 12, during the first stages of secondary school life, would be better.

A key to the success of the experiment, says the trust, was the high staff-pupil ratio made possible by the inclusion of volunteers from a training college, probation officers and others with valuable evidence on the importance of a period of residential education, particularly for disadvantaged children.

Short Residential Courses. Free from the trust at 8 Buckingham Street, London WC2.

Award winners 'outstanding'

Three schools and a boys' club are among this year's winners of the Prince of Wales award for environmental projects in Wales. Blaina West Side Junior School, Gwent, won for an "outstanding environmental studies project involving all subjects within the school".

A Young Farmers' Club at Cringe-Pare School for spastics, near Cardiff, carried out work on birds in their school grounds; and Cylcdro High School, Merthyr Tydfil won an award for a project on the birthplace of Welsh composer Joseph Parry. Y-ccad Boys' Club, Rhondda, transformed a disused chapel into their new headquarters.

Sport

Who shouts loudest gets most cake

by Stanley Levenson

The Physical Education Association is taking immediate steps to set up a joint liaison committee with governing bodies of sport; this is one of the practical results of its seminar in London last week on "The contribution of physical education to sport".

This move, and much of the discussion at the seminar, underlined the trend among physical educationists to desert the ivory towers in favour of action in the political gymnasium.

Or, as it was put by Mr Dick Palmer, general secretary of the British Olympic Association: "Physical educationalists must shout and shout loud. Only those who shout will come away with the cake."

And there were constant criticisms throughout the day of the omission of physical education from Mrs Williams's Green Paper and the reduced time given to it in many secondary schools.

It was clear from the speeches and discussion that there is still a gap between sport as an educational subject and organized sport as represented by the governing bodies, but all were agreed that this need not be so.

"Are we one of the same side?" asked Mr Jim Riddle, head of PE and Movement Studies at West London Institute of Higher Education. The interdependence of PE and sport must be fostered, he said.

This was recognized, too, by members of the governing bodies and the sports world. "How many hundreds of gifted sportsmen have slipped through the net because they have no lads, in PE?", asked Mrs Rachael Heyhoe-Flint, sportswoman and journalist.

Seminar contributions went outside the strict theme, but nobody objected.

Lord Alexander (ex-Association of Education Committees), who was in the chair, upset a few delegates when he spoke against the idea of PE specialists in primary schools. Only the arrival of the mid-morning coffee break thwarted the impending wave of criticism.

The proliferation of award schemes worried a few delegates as did the matter of affiliation fees in schools sports associations. Mr John Pearson, who teaches at a South East London school, said he had to pay £200 of his annual budget of £1,600 in affiliation renewals.

The discussion confirmed another fact: that the strength of lines of communication between schools and local sports clubs varies enormously, that the stronger the links the better for all parties.

Champions on skis

Lack of snow will be no obstacle to some 140 secondary school pupils taking part in a British schools championship weekend in Edinburgh on Sunday morning. They will be using the Hillend dry ski slope.

All the skiers will twice negotiate 30 gates over a slalom course of about 300 yards. The 25 competing schools will have teams of four and the final placings will be decided by the aggregate of the best three times in each run.

Not surprisingly, the event, now in its tenth year, has been dominated by Scottish schools. Indeed, in each of the past three years Edinburgh Academy has been the team winner with Robert Gordon's College, Aberdeen, Royal High School, Edinburgh, and George Watson's College, Edinburgh, taking turn and turnabout for second and third places.

And in each of the past three years the girls' team prize has been taken by St George's School, Edinburgh. This time teams will come from as far south as Southampton (King Edward VI School) and Folkestone (Harvey Grammar).

From nearer the border there will be teams representing King Edward VI School, Morpeth, Whitley Bay High School and Westfield School, Newcastle.

These are in the region where Mr George Slee is the outdoor activities adviser. It is Mr Slee, on behalf of the National Ski Federation, who is laying plans for the creation of an English schools ski association.

Gebhard still top sailor

For the second time this year Dave Gebhard, of Teesside Polytechnic, has been the dominant yachtsman in the students' sailing championships, run by the British Polytechnics' Sports Association and the British Colleges Sports Association.

In the Enterprise class, Gebhard won three of the four races at Plymouth in late Sept Walker (Leeds Polytechnic) into second place. Third was M. Bromley, of the Polytechnic of Wales.

In the spring of this year, also in Plymouth, Gebhard was an easy winner of the Enterprise class in the inaugural poly-colleges championship.

Steve Pyatt, of Portsmouth Polytechnic, narrowly beaten in the Lark class in the spring, went one better this time. He won all four races against 34 rivals. A. White (Trent Polytechnic) was second, and A. Street, also of Portsmouth, third.

Simon Longstaff, of Dundee University, in a GP14, won three of the four races for overall victory in the handicap section. The fourth race was won by Ann Hawkins (London University) in a Scorpion for second place overall. Plymouth Polytechnic's Phil Weake, in a Firebull, came third.

The organizers were encouraged by the presence of yachtsmen and women from all three sections of higher education.

L.e.a. backs skateboards

Salford Education Committee is to ask the city's recreation committee to provide skateboard runs in sports fields and parks. Mrs Doreen Shelmerdine, chairman, says she would prefer children to use their energy on skateboards than indulge in vandalism.

COURSES

The POLYTECHNIC WOLVERHAMPTON

After A Levels:

Study at the Polytechnic

HUMANITIES-LANGUAGES

ENGLISH LITERATURE. EUROPEAN POLITICS AND ECONOMICS. FRENCH. GEOGRAPHY. GERMAN. HISTORY. LATIN AMERICAN STUDIES. RUSSIAN. SECRETARIAL STUDIES. SPANISH. THEATRE STUDIES.

These subjects are offered in various combinations on the following courses:
BA and BA (Hons) European Studies.
BA and BA (Hons) Humanities.
Med
BA and BA (Hons) Modern Languages.
Diploma in Languages for Business.

Write for details and application form to:
Josie Fletcher, Faculty of Humanities,
The Polytechnic, Wolverhampton, WV1 1LY

Annual Cockpit Lectures 1978

LOOKING AGAIN AT CREATIVITY

A large critical examination of the concept of creativity in the arts and education. Lectures by: Professor Claus Hudson, Psychology Department, Brunel University. Douglas Kelly, Leicester University School of Education. Professor Harold Rosen, London University Institute of Education.
Open Forum: Dr. Catherine Morley, Design Faculty, Hull College of H.E.; Brian Kenny, Programme Production, I.T.E.A. ETV; Geoff Gilham, Theatre Director
10.00 am-6.30 pm, SATURDAY, 21st JANUARY, 1978.
Tickets £2 apply early Cockpit Arts Workshop, Gateforth Street, London NW8 0EH (s.a.e.)

ATTENTION GROUP ORGANIZERS
HARROW HOUSE STUDY, SPORTS AND RECREATIONAL CENTRE
New luxurious five-acre residential centre open throughout the year. Facilities include class-lecture rooms, gymnasium, tennis, sports fields, Bistro restaurant. 1,200 sq. metre covered multi-sports hall. Swimming pool and squash courts.
Inspection visits welcome
Harrow House, Harrow Drive, Swanage, Dorset.
Telephone 4421

For a complete list of Special Insets planned for publication in the TES in 1978 please contact:
Nigel Denison, P.O. Box 7
New Printing House Square
Gray's Inn Road
London WC1X 8EZ

School Management Courses 1978

For Education Officers, Advisers, Headteachers, Deputies and Senior School staff.

Since 1973 this Management Centre has assisted over 600 Education Officers, Advisers, Headteachers, Deputies and Senior School staff who have attended residential management courses. Our 1978 programme is as follows:

29-31 March 1978	Trades Unions and School Management
3- 7 April 1978	School Management
17-21 July 1978	School Management
24-28 July 1978	School Management
9-13 October 1978	School Management
16-17 November 1978	School Management Development
22-24 November 1978	School Timetable Management
4- 8 December 1978	School Curriculum Co-ordination and Liaison Management

Course programmes and further details can be obtained from:
The Secretary, Management Centre, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4GJ. Tel. no.: Brighton (0273) 693655, ext. 2387.

Brighton Polytechnic
Management Centre

East Sussex

Entertainments

PAUL FRIZZBY

A Special Kind of Entertainer for Young People

Are you interested in the social activities at your school? Are you looking for something different for the 8/14-year-olds?

Paul's show is a musical involvement and entertainment show which is based on pop records. He has entertained children during the school holidays for local councils in various parts of the country. He has also worked at many schools.

Mike Badcock, Forest-of-Needlewood High School, Rolleston, Burton-on-Trent, Staffs, describes him as "Unique and a true entertainer of whom the children think highly".

So as not to be confused with ordinary discos, he calls his show a 'Frizzbeat'.

If you would like further particulars please write to

PAUL FRIZZBY
15A Queen Street
Haverhill, Suffolk, CB9 9DZ
Tel.: 0440-61085 (evenings)

WILL TRAVEL ANYWHERE IN THE COUNTRY AT ANY TIME OF THE YEAR.

IF YOU DO NOT NEED PAUL NOW, LITERATURE FOR FUTURE REFERENCE WILL BE SENT ON REQUEST.

How to subtract trouble from troublemaker

Less academic pupils can become as involved in voluntary work as more academic children, according to a study of education action projects in Birmingham.

Troublemakers or the "very unpleasant at school" often give no trouble if they become interested in work outside the classroom. Their attitudes, performance and behaviour improve considerably, says a report from Llewelyn-Davies Weeks, Forestier-Walker and Bor, architects, town planners and Health Service consultants.

The firm reviewed 10 education projects which were introduced by the Department of the Environment in 1972 with the aim of improving the curriculum, pre-school facilities, community education and contact of parents with schools. They were expected to pinpoint the city's educational problems and examine experiments in tackling them.

One of these involved a full-time youth worker who was taken on for two years to encourage the less academic, particularly those in their last year at school, to do voluntary work. The idea was that RSLA children should carry on this community service after leaving school.

The youth worker was able to attract a number of truanting pupils in their last year at school, and two of the staunchest volunteers were remedial girls. "An education programme based on community service, and with a high proportion of out-of-school activities, might be assumed to be particularly useful in dealing with RSLA children who are alienated from conventional schooling," says the report.

Three of the pupils—two West Indians and an Asian—applied for the Birmingham Youth Volunteer assistant post. However, it was found that one year's community work with RSLA children was not long enough for them to continue the work after leaving school.

Home-school liaison officers were successful in putting parents in touch with schools, says the report. It recommends that a liaison officer should be taken on by every social priority school.

Educational Action Projects Volumes 1 (£1.45 including postage) and 2 (£1), Birmingham Inner Area Study, Department of the Environment, Room P2/327, 2 Marsham Street, London, SW1.

Ulster women need a boost

There is a vast, untapped need for adult education for women in Northern Ireland, according to a report of a successful experimental project. It recommends that women's study programmes be mainstream and that tuition fees be reduced for adults.

Entitled *Carry on Learning*, the report describes a two-year experiment carried out by Queen's University, Belfast, in which day classes were laid on for women in different parts of the city. Creches were also provided. At first, the project studied just English but later other classes were expanded to include dressmaking and cookery.

The report says: "These women who have raised themselves successfully but whose self-image has remained diminished, and who have been made to feel inadequate by their children's progress at school." The project helped them to develop community action skills, to gain confidence and to broaden their horizons.

The report suggests a three-tier system for housing adult education, starting with a local house or club providing a mothers' and toddlers' club and basic classes, and moving up to a community education centre, shop and then the local technical or further education college. *Carry on Learning Project*, Community Education Project, Queen's University, Belfast, 5Bp.

Italy

Further boost for local decision-taking scheme

from Dalbert Hallenstein

VERONA

This weekend millions of Italian parents, pupils, teachers and school workers will vote for the first time to elect representatives to 760 school district councils and 94 provincial educational councils.

The elections are the final stage in a 1974 reform aimed at decentralizing Italy's Rome-based educational bureaucracy by granting individual schools and communities extensive administrative and decision-making autonomy.

In February 1975 16 million parents, teachers and pupils voted to elect representatives to tens of thousands of class, staff and school councils. The elections for the district and provincial councils should have taken place within a year, followed 12 months later by the election of a National Education Council.

But due to bureaucratic delays and the slowness of many of Italy's regional governments in delineating their school districts, the provincial and district elections were postponed until now.

In a climate of growing public apathy, the National Education Council was elected in April of this year, and last November the class and school councils were renewed in an election in which only 51 per cent of parents participated—compared to 73 per cent in 1975.

Much of the lack of interest shown in the recent elections can be attributed to the delay in setting up the school district councils—in the absence of which the school councils have been virtually paralysed. The district councils are intended to coordinate the activities of the school councils and to offer services which individual schools lack the resources to supply.

The district councils are the most important and dynamic element in the complex hierarchy of elected councils, the aim of which is to democratize the Italian school system.

The school districts consist of from 100,000 to 200,000 pupils, although in country and mountain areas a district can contain far fewer pupils.

Each district consists of a rural or urban zone which shares common social and economic features, such as transport systems, health services and industrial and craft activities. Elected members of the district council must include local animists, farmers, industrialists, members of the professions and trades, representatives from the local government authorities and elected parents, teachers and pupils over the age of 16.

The district councils are responsible for assessing school building requirements, for planning all aspects of vocational training, for school transport services, and for organizing such services as libraries, sports and cultural facilities, adult education (including courses for the illiterate and handicapped) and the setting up of educational advice centres to guide the schools.

The provincial councils, also to be elected this weekend (without the vote of the pupils, however), are designed to coordinate the work of the school district councils within the provinces, to authorize school building programmes and to advise the local regional government and the local offices of the Education Ministry.

NST

SCHOOL AND GROUP TRAVEL SPECIALISTS

Feature an attractive New Centre in

DIEPPE

From £38.40

(Big reductions for July/August/September/October departures)

British Schoolcoach tours include a full coach excursion programme in the tour cost.

YOUR VISITS COULD INCLUDE:

PARIS

and the historic town of

ROUEN

Write for full details to:
NST, FREEPOST
13-17 ALL HALLOWS ROAD
BISPHAM
BLACKPOOL FY2 0BR
(no stamp required)
Tel. 0253 52525 (8 lines)

Republic of Ireland

Non-university sector gets degree body

from John Walshe

DUBLIN

The National Council for Educational Awards (NCEA) has been given a major boost by the new government, which has restored its degree-awarding powers. The council will again be able to award degrees to most of the non-university sector in addition to the certificates and diplomas it already awards.

The council was set up in April, 1972, along lines similar to those of the British CNAA. Its primary objective was to award national certificates, national diplomas and degrees in institutions of higher education recognized by the council. Previously, individual colleges had made their own awards or else their students took examinations set by outside bodies.

In December 1974 the then government announced that all degrees must be validated by the universities. The decision formed part of a package of reforms designed to lead to a comprehensive system of higher education.

The package caused controversy from the start as its opponents argued that the "marriage" between the non-university and university sectors was not one of equals.

The universities' matriculation entry requirements, their emphasis on a single final test rather than on cumulative assessment and their more academic approach ranked with the vocationally oriented non-university colleges whose students launched a campaign to break the link with the universities. The students were supported by the then opposition spokesman in parliament, Mr John Wilson, who is now the Education Minister.

The decision to restore degree-awarding powers to the NCEA does not mean that all the non-university colleges will automatically return to the council. A number of colleges have made long-term arrangements with the universities, and the prestige of a university degree will tempt some to remain with the universities.

This could cause particular problems in teacher education, as it could mean that some teachers will have university awards and others NCEA awards.

France

Socialists go carefully

from Joan Smyth

PARIS

M Francois Mitterand, the Socialist Party leader, is today unveiling the full text of his party's new educational plan. In a move to placate Catholic parents who send their children to private denominational schools, M Mitterand is expected to emphasize that there is room for a certain amount of pluralism within the state system.

Although the Socialist plan deals with all types of private schools, Catholic, commercial, technical as well as non-denominational privately-owned establishments, its main concern is with the private schools under contract to the government. These get some state financing and are relatively free of interference from the Ministry of Education. Most of this group are Catholic.

It maintains that this group should be aligned with the state system under a new contract but should have the right to be outside it—and without financial help.

The modifications for those prepared to accept a new state contract, would include:

The state to agree the appointments of head teachers.

Private schools to admit state school inspectors to any discussion concerning the running of the school.

A reduction in school fees to be balanced by the state taking over payment of all non-teaching personnel.

Salaries of teachers in private schools to be the same as those in state schools.

United States

It's where you learn that counts most . . .

from Clive Cookson, North America correspondent

An eight-year, $.8m evaluation of a United States government programme to identify the best ways of educating deprived children in their early years at school has failed to demonstrate the effectiveness of any of the methods tested.

This year the Massachusetts-based research organization Abt Associates, which took over the government contract to evaluate its Follow Through programme in 1972, issued a report that gave the impression that approaches emphasizing the formal teaching of "basic skills" were giving the best results.

Lay commentators seized on the 3,000-page report—or rather on a six-page digest—as further support for America's growing "back to basics" movement and the US Office of Education acknowledged that one strategy called Direct Instruction, which puts the accent on reading, writing and arithmetic, had emerged as "clearly effective".

But a group of five distinguished educationists led by Professor Ernest House of the University of Illinois, last month published a highly critical analysis of Abt's analysis of Follow Through (so called because it is an extension of the government's Head Start pre-school programme for poor children).

Their report, financed by the Ford Foundation, claimed that the Abt evaluation "reached an erroneous conclusion that "models that emphasize basic skills succeed better" by misclassification of the early childhood education models, by inadequate measurement of the results, and by flawed statistical analysis".

According to Professor House and his colleagues, none of the 13 strategies, or "models" as they are called, gave the 20,000 Follow Through children any advantage over the education normally provided by their schools.

The Follow Through evaluation team at Abt, feels that publicity of the "basics is best" nature has swamped the more important finding of the study: the tremendous variation in the effectiveness of all models from one school to another. Even the strategies that were most successful overall had an adverse effect on test scores in some schools, and models that went down as failures did manage a few successful sites.

However, Dr Linda Stebbins, deputy project director at Abt, maintains that, despite all the variation and uncertainty, Follow Through has demonstrated the need for schools that want their children to be well versed in the basic skills to spend plenty of time teaching them.

Mr John Evans, head of planning, budgeting and evaluation at the Office of Education, suggested that one cause of the unexpected degree of variation between sites might be that the models were not properly implemented everywhere and were not sufficiently homogeneous.

The reaction of Professor House and his colleagues was the opposite. They welcomed the variation finding should be honoured and serve as a basis for educational policy. Local schools do make a difference. The peculiarities of individual teachers, neighbourhoods and home influence pupils' achievement to a degree whenever is captured by such as "basic skills" or "affective" education."

The House critique called the new education emphasis "honours local individuality in place of general labels".

The philosophy that Professor House dislikes so intensely, he says, It "treats education as though it were manufacturing". When he entered the Office of Education about 12 years ago, he says, civil servants trained in business were moved in from other government departments, especially the Pentagon.

All the organizations, known as "sponsors", that developed the "models" used in the Follow Through programme, seem to have been treated unfairly by the evaluators.

In the early days of the programme the Office of Education's Stanford Research Institute, which was originally in charge of evaluation, promised the sponsors immunity from the departments of education that special techniques would be developed to measure the distinctive effects of their models.

It was a promise that could not be kept, and in 1972, when Stanford withdrew from the study, overwhelmed by the costs and problems, the Office of Education drastically cut the data collection to a few standardized tests, such as the Metropolitan Achievement Test.

The more brought vociferous protests from the sponsors but, the House report notes, they "never were without blame in the matter. In spite of dissatisfaction with the evaluation, they continued to cooperate and to receive huge sums of money from the government, implying acceptance of the changed situation".

Not even the educationists at the University of Oregon who developed the direct instruction model came out best in the evaluation. They were happy when it was published. They claimed they would have done even better if Abt had not distorted the data to make them look less successful.

The Office of Education, under the US Commissioner of Education, Dr Ernest Boyer, is still studying the Abt evaluation and has not yet made any general policy change as a result of it. However, the office did announce recently that its resource centres would be set up in the most successful Follow Through sites across the nation—whatever model they used.

. . . but back to basics drive continues to grow

from our own correspondent

WASHINGTON

Spelling lists, grammar, composition, reading and multiplication tables are being more heavily emphasized as part of a return to the basics in schools across America, according to an informal survey by the National Education Association, America's largest teachers' union.

At the same time, literature and "new maths" are receiving less attention as the focus shifts to traditional basic subjects and teaching methods. The association said a survey of teacher groups in the larger states showed the movement had become national in scope this year.

An NEA instructional pamphlet for teachers and parents entitled *Learning is Hard Work* says: "Let's face it—achieving excellence takes sweat, as well as nerve and tedium, and it often brings frustration if a job is to be performed well. It must meet high standards of quality, either technical or artistic."

Washington is one city that has embraced the new emphasis on basics with enthusiasm. For suffice the Washington Teachers' Union has supported the new competency-based curriculum, which outlines step-by-step mastery of particular concepts and competencies, the union's President said teachers would be watching to "make sure that they are not the scapegoats if the programme does not live up to its promise".

But Washington's teachers, after several years of upheaval in the school system, would strongly endorse the sentiments in the recent NEA pamphlet. One part reads: "School is a place of learning. It is not a place of entertainment or relaxation, like a theatre or the beach. That means that school is essentially a workplace and the pleasure to be derived from school is inherently related to the satisfaction derived from accomplishing a hard job. That means, too, that a day at school can sometimes be routine and tre-ome

Making secondary schooling an end in itself

Fay Haussman on Brazil's efforts to persuade young people to accept middle-level professional training

The most important, and the most vociferously contested, feature of Brazil's 1971 education reform is *the* compulsory "profissionalization" of its second-level school. In the words of a respected Brazilian educationist, "the acceptance of this type of education hinges on a complete change of public mentality, and public mentality usually cannot be changed in a short time".

Until 1971, Brazilian education was divided into primary, middle-level and higher education. Middle-level school (four years of *ginasio*, followed by three or four years of *colégio*) consisted of three branches: secondary, normal, and technical school, the latter again with three options: industrial, commercial and agricultural.

All three branches of middle-level education were equivalent to qualify a student for admission to higher education. In reality, however, the "secondary" or purely academic branch, was considered the most prestigious and attracted more than 80 per cent of all *ginásio* students.

At the *colégio* level, fully 90 per cent of its graduates from all *three branches* inveriehly aimed for admission at Brazilian universities which were hard-pressed to admit even half of them. Less than 15 per cent of those admitted went on to university graduation.

The 1971 reform law extended the compulsory primary education by the four *ginásio* years; the eight-year cycle became the new first-level school whose core curriculum of general studies is complemented in grades 5 through 8 with practical courses for all, to "determine vocational aptitudes". Grades 9 to 11, the former colégio, became second-level school, with curricula combining both academic and "professionalizing" courses.

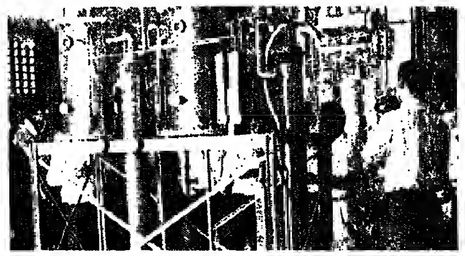
Dropout rates in Brazil are high. Due to a variety of cultural and socio-economic factors, only about 30 per cent of the children who enrol in grade one complete the eight years of first-level school and go on to second-level school, from which then about 60 per cent of those who enter it manage to graduate.

It was, therefore, seen as far more realistic to do away with the counterproductive "options" between academic and professional education and to prescribe, instead, compulsory hybrid curricula which would continue to provide adequate academic instruction while also preparing all students "for the world of work", whatever their ultimate and usually utopian goals.

In the background, however, was the equally important intent to deflect growing numbers of Brazilian youngsters from their run on the universities by offering them the alternative of entering the labour market as trained "middle-level" professionals. Second-level school would thus become "terminal" as well as "transitional".

In some Brazilian states, such as Goiás, Rio Grande do Sul, and the northern, less developed part of Rio do Janeiro, genuine efforts have been made to comply with the reform law. Ways were found to organize the "professionalizing" courses in both public and private second-level schools and to prepare students for a variety of industrial and commercial—and, occasionally, agricultural—occupations.

The much respected Catholic private schools, whose clientele comes from Brazil's best and richest families and invariably prepares itself for university admission, also equipped themselves for professionalizing courses, if under continuing protest about the wasted time and expense.



But elsewhere, and most notably in São Paulo, Brazil's richest and most productive state, the reform is largely being obstructed by concerted opposition.

Traditional educationists deplore the time and effort subtracted from the "intellectual and cultural preparation" of Brazil's "future elites". Urban middle-class families object to having their children waste their time in school with anything likely to deviate them from their road to the coveted higher education.

Faced with this generalized lack of interest in the reform's application, school directors and public education officials mostly drag their feet while loudly complaining about the high cost of the equipment needed for professional training and about the difficulty of finding qualified instructors for technical courses.

Since the law is after all the law, many second-level schools have taken to the subterfuge of simply renaming certain courses to make them appear as "professionalizing" and thus to comply with the law, in theory.

In reality, however, their students continue as before to prepare themselves exclusively for the vestibular (university entrance examinations). Nearly 95 per cent of all Brazilian second-level school students today, as before, proclaim their intention of going on to higher education.

OECD

Major survey urges closer links between education and work

from Guy Neave

PARIS

"Action in education alone may remain ineffective if it is not complemented by measures to improve opportunities throughout working life", says a new report by the Centre for Educational Research and Innovation, the Organization for Economic Cooperation and Development's educational think-tank.

Entitled *Education and Working Life*, the report looks at two major areas currently preoccupying most of the OECD member states. The first involves measures to improve the transition from school to employment. The second is to find effective ways to map the levels of education and training in the labour force for employment. These two policy areas are of prime importance for the economic and social development of most European countries, the report says.

The report marks the first time that experts in the fields of education and labour market studies have come together to map out a common approach to the problems of education and employment.

Among the long-term strategic developments called for by the report's joint working party, chaired by Sir Halford Cook, Australia's special labour adviser, are improvements in counselling and advice both in school and at work. Particularly important in improving the links between education and the labour force was the need to give the employers more information about the levels of training and education of the work force at local and national levels.

The report suggests that firms should be encouraged to develop more positive and explicit personnel policies. In drawing up long-term training and recruiting policies, particular attention should be paid to reduction training for first-time entrants to either factory or office.

Several recommendations are put forward to bring the education system and the labour market closer together. Of crucial importance, the report says, is the need for schools, colleges and universities to develop more polyvalent curricula in which general, professional and vocational education are included as elements in single courses.

Another controversial proposal is that work experience and employment should count towards full or partial credits in education. Elaboration on this theme, the joint working party held, that such educational credits should be interchangeable across all kinds of educational and vocational training institutes including factory-based training programmes in a given country.

Individual demand for higher education, the report notes, "shows no sign of letting up, despite the slowdown in student numbers entering directly from school in recent years. On the contrary, there are signs that the slack is now being taken up by adults. Even so, it is noteworthy that student demand for higher education does not appear to be affected by specific employment prospects."

In an attempt to reconcile such demand with labour market requirements "some countries have begun to diversify higher education. They have reduced the length of study time. They have shifted the balance of resources away from traditional subjects and concentrated on professional or technical courses."

Significantly, the report issues a strong warning about the spiralling numbers of liberal arts and humanities students in some countries. "Not all those who have already benefited from heavy expenditure upon their education can expect to have jobs created which directly utilize their current knowledge and ability."

There will be increasingly competitive demands on resources from various sectors of education, the report suggests. Among the most important are the development of upper secondary education, the expansion of adult education and the reorientation of higher education towards professionalization.

It is therefore important that the opportunity to combine general with technical education both at secondary school level and post-secondary level should not be lost.

Soviet Union

More emphasis on Russian language

Special intensive Russian language classes have been set up in the last few years in some of the USSR's non-Russian republics. These range from Azerbaidzhan and Georgia in the Caucasus to Estonia in the north-west. Work in these classes is now being stepped up.

The purpose of such classes is sometimes said to be to give future language teachers a better start, but more often quoted is the goal of improving pupils' ideological education and receptivity to the notions of Soviet patriotism and socialist internationalism. This is felt to be particularly desirable when the primary language of instruction is the native one.

WHAT'S ON

ITV will be previewing television series for the Spring term 1978, from Monday 19 December to Wednesday 21 December, beginning at 9.30 each day.

19 December 1977

Programmes for Infant and Lower Junior Schools

9.30 **My world: real life 4-6** *Rail 2: On the train*
9.40 **Reading with Lennie 4-6** *Kevin's pillow fight*
9.55 **Seeing and doing about 6** *Canals*
10.10 **Finding out 7-8** *Germany 1*
10.30 **Local series**
ATV: **Good health**
Border: **Time to think**
Grampian: **Time to think**
Granada: **The land**
HTV Wales: **ABC and Am Gymru**
STV: **Time to think**
Southern: **Writers' workshop**
Thames: **Writers' workshop**
Tyne Tees: **Documentary re-run**
Ulster: **Hop, skip and jump**
Yorkshire: **Documentary re-run**

20 December 1977

Programmes for Middle and Secondary Schools

9.30 **Picture box 8-11** *Fly away*
9.45 **Music round 10-13** *Music with a purpose*
10.05 **Look around 10+** *Buildings*
10.20 **French Studies 13-16** *Samba et Bouboune*
10.40 **Believe it or not 14+** *Are we free?*

21 December 1977

Programmes for Secondary Schools and Colleges

9.30 **Work 14-16** *The changing nature of work*
9.50 **The messengers 14-18** *The news*
10.10 **Experiment 'A' level** *Electron microscopy*
10.25 **Make it count Remedial**

LETTERS

A is for activism . . .

Sir,—In recent months concern has been expressed, about the absence from the curriculum of most secondary schools of a programme of political education. There has been some discussion about whether such a programme might be included as a core element in the secondary curriculum.

I am rather dubious, however, about the terms in which such political education has been conceived. Reflecting an awareness that many young people leave school cynical and uninterested in the workings of their society, those who argue for political education appear to perceive the programme in terms of "civics" or "political institutions", as if all that will be needed is a course covering the "facts" of political life to put matters right.

This is a misguided view. It is true that many school students are not encouraged to think about the workings of their society, but what they need is a broad-based course that really involves them in the community they live in.

Such a course could well provide the motivation and confidence for them to take a greater role in the political life of the country. Such a course must engage their interests and must encourage active involvement. Nothing is gained if they learn a great deal about the workings of the parliamentary system, if they merely take an exam in it and can then shut it away never to be used again.

If political education is to be worthwhile then it must result in a different way of acting in the students' lives. If it is to communicate to young people the message that they can and should participate in the life of their community, that they can influence its workings, that their role is worthwhile, then we must give them that opportunity in the course itself.

But action and involvement in the life of the community will raise many questions in the students' minds, and to help answer them, such a course will need to consider a number of the structural causes of the issues they may come across—such as immigration, town planning, the provision of services for the mentally handicapped—to name but a few. Hence it would seem necessary to perceive political education as a very broadly-based programme—community studies rather than civics covering a much wider range of issues than narrowly "political" ones.

There is a danger that, as in the American experience, political education may be reduced to patriotic flag-waving, rather than an opportunity for young people to come to grips with some of the problems we face in our society. There is a strong possibility too, that a package of materialism, political structures and processes, no matter how well produced—will leave the bulk of students on our comprehensive schools as bored and cynical as so many of the current panaceas.

If that is to be the form of our political education, it is likely to be perceived by most as just another course, and as a result will have little if any effect on the students' lives outside of the classroom.

JOHN TURNER,
Head of Humanities,
Hind Leys College,
Shepshed, Leicestershire.

. . . and awareness too

Sir,—The present anxiety regarding the spread of Fascist ideology in some schools should come as no surprise given the prospects facing working-class school leavers. Steps to counteract the spread of this insidious dogma although praiseworthy, must necessarily be limited.

The merely descriptive current social studies programmes coupled with moral exhortation are not enough. The real antidote for this disease is the teaching of social sciences undertaken in a rigorous manner, involving a critique, both philosophical and empirical, of western, industrial, democratic, capitalist society.

Fascism, basically may be symptomatic of a genuine desire for knowledge, a desire exploited by opportunists because the schools have not provided adequate explanations of the concrete realities of working-class existence.

The task of the teacher is to teach, but this cannot be done in a vacuum. It involves the passing on of knowledge. It is a truism that knowledge and truth are not separable. Progress depends upon the fact that knowledge is a dynamic social construct.

To misunderstand or remain in ignorance of the Marxian explanation, and critiques by such figures as Weber, Pareto and Dahrendorf, effectively blankets with the cloak of mystification social, economic, and political events, both domestic and global, especially in the context of the nineteenth and twentieth centuries.

To offer interpretations of social life in terms of class struggle can make even school and education exciting and enhance political awareness among pupils, so that they can choose their own standpoints instead of adopting simplistic world views. Most of us as teachers, consciously or unconsciously help to condition the young into an uncritical acceptance of the status quo that is now failing them, and this an our part is an act of political significance.

LEO J. SULLIVAN,
9 Glendower Road,
East Sheen, London.

XB HUSE

Denmark's Finest House Builders!

Would you like to live Danish style in the United Kingdom? We are one of Denmark's finest builders of beautiful homes. The range of our homes are 3 to 14 apartments with a very high standard of insulation. A fully fitted kitchen, including cooker and fridge. Utility room with washing machine fitted, carpeted throughout, double glazed, centrally heated. We will find the site if you do not have one, and our architects carry out the getting of all necessary permits. The price range is from £19,000 onwards.

We invite you to have a discussion with our Sales Manager. For further details call:

XB GBATS,
102 MAIN STREET,
WISHAW, SCOTLAND.
TEL: (06983) 75031

Politics alone is not enough

Sir,—It may be worth examining more closely the contributions to the great debate to which Mr Brennan referred (November 18). They suggest that the label "political education" is wholly inadequate for the task which they and your own editorial (November 4) are asking schools to undertake.

The Council of Local Education Authorities suggests ". . . that the aims of a 'core' curriculum should be to provide a framework within which all pupils can develop . . . a knowledge of social, historical, geographical and political bases of the world in which they live". The NUT says much the same thing—". . . the complexity of society makes it increasingly important to understand the nature and origins of society and the influence of historical, social, economic and political factors. . ."

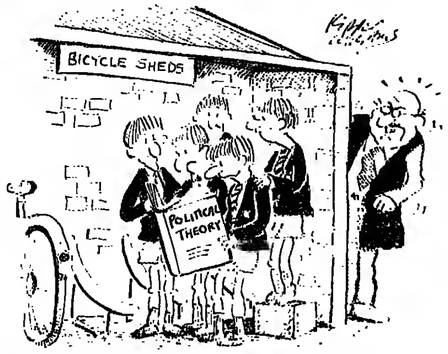
NATFHE sums it up: "If we are to develop greater participation in political, social and industrial life, and the association thinks it desirable, it is necessary for the schools to equip young people to play their part. This involves a curriculum wide enough to give young people the basis for such participation." Surely these organizations are calling for something more than just political education?

How can political opinions be formed without some knowledge of economics? How for is psychology necessary in understanding political life? And what about the importance of social relationships in families and factories? Something more than political education is called for. The label is also unfortunate in so far as it is likely to generate quite unnecessary hostility from those who see it as the intrusion of party politics into the curriculum.

The social world is too complex for it to be understood through only one subject area. A whole range of social science and humanities subjects must be used to create a curriculum which will reflect the nature of today's world. Most of these are already in the schools so that the main problem is one of how to develop and improve existing courses such as social studies, rather than introduce new ones.

What is needed now is a determined effort to explore the issues and the possibilities of a social sciences as a whole in secondary curriculum. Such an effort should build on the science teaching skills which are steadily growing in a number of schools throughout the country. There is no short cut to developing a broad-based and educationally acceptable social education for our children.

C. H. BROWN,
Chairman,
Association for the Teaching of Social Sciences.



Heavy burden of democracy

Sir,—In declaring upon the debate on political education in the curriculum, you mention voluntary organizations "pushing to make their own contribution". Let me speak for one of them.

The DES discussion document on political education happens to reflect, in large part, the philosophy, aims and efforts of The European-Atlantic Movement (in the European-Atlantic sector) over the past 23 years at most educational levels.

During all that time and, according to the contemporary political scene, we have tried to provide teachers with both "knowledge and tools for informed and responsible political participation". Therefore, I declare my 99 per cent support for the DES document. The deduction of 1 per cent is for failure (I suggest) to take adequate account of the fact that politics does not stop at Dover. Are there no "evils which are most resist" that threaten from other shores?

Freedom, said Pericles, is the right only of those prepared to defend it. And, it seems to me, there might here been mention by the DES of the need to organize the streaming, scrutiny of, and approach to problems posed by detente, deterrence and defence which, as present indications go, are likely to place heavy burdens of decisions upon their shoulders if, that is, they grow up prepared to accept the responsibility of democrats.

For the past two years, TEAM has been developing a pilot project intended to fill this gap in the preparation of young people for life. Most types of educational establishments are participating in its construction and the project should be ready for limited trials in 1978. Already, however, there are clear indications that our presentation of "the evils we must resist and . . . how we may resist them . . . is likely to command wide support".

We live in a disorderly world. The times are difficult and dangerous, with no end in sight to threats against democratic freedoms everywhere, from within and without. I believe that renewed emphasis is needed upon the ancient values which still underlie the fundamentally imperfect democracies of Western Europe and North America.

I believe, too, that even the very modest amount of political education given in their countries—generally fearful of any value judgments of its own—may live one against the determined attacks upon the minds of men by supporters of other ideologies who, convinced of the rightness of their philosophies, do not "discuss" them with balanced pros and cons but fight hard for their evaluation, with ardour, enthusiasm and considerable discipline. To them, "values" and "attitudes" are real and meaningful. What of our own?

Among majorities on both sides of the Atlantic the positive cultivation of democratic "values" and "attitudes" is at an all-time low. There is a pervading quinelessness, which is reflected in ignorance and apathy, complacency and inertia. Education—with a backbone—is the only remedy that I can see.

The task is massive because preparation for life on the real world has been neglected for so long. And so many teachers are unprepared to make effective responses to the sustained attacks upon our fundamental freedoms, from both left and right. Training there must be.

And while their attitudes and skills are forming, may I suggest an aim for which no diploma is needed? It is to strive constantly (as many do) to remove the feet of the young from the quicksands of uncertainty and indecision to the solid ground of a well-founded and therefore deeply held belief in that kind of freedom which enlarges only as greater responsibility for others is accepted. This is as once the secret of order, of personal liberty and, in the community, of democratic government.

JOHN SEWELL,
Chairman,
The European-Atlantic Movement.

Hidden bias: how we study

Sir,—The article on politics education (November 25) was a valuable one for its identification of both the obvious and "hidden" influences that schools have on political attitudes of children. In every, it omits one area in which this influence is apparent, not the implicit and, at times, explicit political elements within the body and subject material that teachers and pupils use in schools.

The measure of these political elements is the degree of consensus from a liberal-conservative view, that a subject contains. Schools Mathematics Project maths is criticized by many teachers to be more liberal course than traditional maths.

Similarly, the Schools Council Humanities and Health Education Projects would both, I believe, be evaluated by teachers as more liberal than conservative.

I would maintain that all subjects can be placed on a scale of conservatism not only in the issues they raise but also in the manner in which they are raised. Even the very course material, the textbook, the resources available to children that in their form, structure and content have a measure of consensus in it.

Assessing this factor would involve taking apart all the materials, courses, texts and analysing the subjective bias, could have to be avoided, but one possible indication of conservatism that would be "scientific" objectively might be the number of times the teachers' handbook suggests asking for the pupils' views. Another might be the number of times that group discussion is advocated.

The results of this kind of analysis might offer a different direction to curriculum evaluation and would certainly help our understanding of the influences in school that affect children's political attitudes.

P. I. HUDE,
Higher Cutley,
Dunsford,
Nr. Exeter, Devon.

Missed points

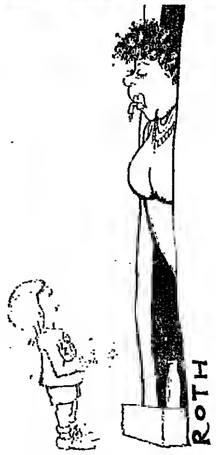
Sir,—We may all be grateful that the efforts of the two *HMIs* to encourage political education (*TES* November 11). It is a hopeful sign that political education is at last being taken seriously by the DES.

However, valuable though the inspectors' paper is, it suffers from two serious defects. *First, it fails* to face a central question which might be expressed as "how can we hope that many who are "illiterate" can be politically literate?" There are some answers, but the paper does not begin to explore them.

Second, the paper makes no reference to a branch of the education service where, for various reasons, there are bigger and better opportunities for the political involvement and action of young people—the Youth Service. Many of the voluntary youth organizations in this country are beginning to accept their responsibilities in this matter and they deserve every encouragement from the DES. May the development continue.

FRED MILSON,
Chairman,
National Council for Voluntary Youth Services.

LETTERS



"Would you mind reconsidering the last question, Madam? Your answer gives us a recurring decimal."

Fairy tale world of fantasy figures

Sir,—Lies, damn lies and statistics—take your pick from the initial announcement of next year's rate support grant settlement, reported in your paper (November 25).

Mathematicians among your readers will know that figures can be made to prove almost anything, but the crafty soul put up by Her Majesty's Government, which has enabled a projected deterioration in the financial position of a county like Cambridgeshire to appear as a "gain" of 2·5 per cent must be slimed up for what it is—an unacceptable bending of the truth.

At the time of writing, the shire counties do not know the full detail, but Cambridgeshire—certainly expects an extra 2½ per cent in cash terms over and above this year's catastrophic level. But even if inflation is as the Government expects—9 per cent—it is quite clear that fairy-tale finances would have to be operated in order to make ends meet; 2½ per cent extra cash, if confirmed, means a substantial further worsening of the county's real position.

The most infuriating aspect of being a councillor with some financial responsibility is the constant need to explain, to those most concerned, that one Minister's announcement is not considered with another. We know most of the truth at Shire Hall, we may not yet know the whole truth, but I can assure readers of the *TES* that Cambridgeshire most certainly has not gained anything from next year's rate support grant, but will lose ground once again.

I have called the latest rate support grant in other media "mean and wicked". I believe it to be so, but still have some feeling of optimism, in that I do detect among our electors and councillors an ever greater recognition of the vital importance of education in our schools and colleges, a more confident determination to maintain the high standards for which Cambridgeshire is rightly known, given the constraints we have, both self-imposed and applied from without, and, alone in defiance of the Government, a view will to give the best possible education to our youngsters, come what may from Whitehall.

My county has always had a fiercely independent nature, and this again appears to be coming to the fore. Obviously, if those who have been paying the piper choose, for deliberate political reasons, to hand out less, it follows that the tune played will be less akin to their call. Cambridgeshire rules.

GEOFFREY WOOLLARD,
Cambridgeshire County Council.

The emptying shelves

Every book a bargain

Sir,—I defy anyone to find me a child who has been inspired to a love of reading or learning by a worksheet. But I have known hundreds of children and teenagers who went on to read other books because they found one under their noses which they couldn't resist picking up and also found they couldn't put it down.

What perversity keeps us from acting on what we know? We've known for years that whether and what youngsters read depends on how much and what is readily available for them to read—especially in schools, where they all are. Can we have the impertinence to say "Reading is important", then fail to provide the books, guidance and reading time to prove it?

Perhaps it is the risks we fear? The certainty that satisfied readers will come back for more and bring their friends, thus forcing schools to spend still more to keep pace with demand? That librarians will simply have to be given more time for the most important job of matching reader with book, and paid ancillary help for routine tasks. Thus expenditure will need to be justified by timetabling lessons for browsing, reading, book talk, borrowing and using books?

That popular books will wear out, get lost or even stolen? (Never mind that losses get proportionately fewer as supply begins to approach demand in key areas, and as more pupils become productive users of a library they perceive as "theirs".) That heads of English will be tempted by exciting new titles to stock up on sets for class reading and entice pupils and teachers to read more books with more enjoyment?

That children will learn how to find out for themselves, and compare, and make critical judgments? That interest in reading will necessitate a school bookshop, and that children, particularly from bookless homes who forfeit crisps and gum to buy a book, will value their new possessions sufficiently to give their own children a better start towards literacy?

In the early 1960s in "developing" countries, I argued that an school library could begin to do its job with less than £1 a head. In the one case, the Ministry of Education stipulated that its school libraries inspector (note) check that at least this sum had been spent on books, and in the other, the ministry allowed this figure in its grant to schools (on top of which my own headmaster levied an additional £1 directly). How many schools to this country fell short of £1 a head in inflationary 1977?

A paperback used to cost roughly a penny a read (25p, 25 readers). How many hours' worth, I wonder? Even at 50p, or 2p a read, it is the biggest educational bargain since the invention of the overworked teacher. Any calculation of educational value o £ spent renders it absurd not to invest heavily in books and to provide the conditions—time, staff, space—for their maximum use.

How else can we convey, especially to the alienated, that literacy is not something we try to inflict upon them, but a profitable alternative to boredom which can give tremendous pleasure, more control over their own lives and a means of personal growth and continuing education for the rest of their days?

I sincerely hope something will happen as a result of your features on the book crisis in schools.

JEAN L. FLDYIR,
11 Coventry Road, Newton Hall,
Durham.

Bucks didn't quite stop here

Sir,—I am writing on behalf of the Bucks Joint Four and the NAS/UWT to draw attention to misleading information in your article (November 18) on the supply of books in schools. Bucks capitation allowance was compared with that of other authorities without any mention of the fact that it included such items as cleaning equipment, paper towels, office and domestic equipment. In real terms the Bucks allowance for equipment and books is only about 40 per cent of the 1973/74 capitation figure.

The information given in the article about Bucks secondary heads is unfortunately factually wrong. All teachers' associations in Bucks had agreed that the three areas of service which should be preserved were first, the pupil-teacher ratio, then the school ancillary staff and capitation allowances.

The Schools Sub-committee, faced with a massive reduction of £180m in the rate support grant, decided to recommend very heavy reductions in in-school ancillary services. A meeting of all secondary heads in the county decided that they could not guarantee safety, especially in science laboratories, or efficiency in their schools if this proposal was approved by the education committee.

It was then agreed reluctantly that heads would rather do without the School Library Service for a year or two than lose their ancillary staff. Eventually a compromise solution was found which largely retained the personnel of the library service but involved a heavy cut in the library allowance.

M. J. MOFFATT,
Hon Secretary,
Bucks Joint Four Associations.

Sir,—I would like to think that many people will read and take note of your leader and article "The emptying shelves" (November 18). Unfortunately, so far as Buckinghamshire is concerned only one copy of *The Times Educational Supplement* is now taken by the County Library for the half million readers it exists to serve. This is just one effect of a cutback in library services, but its implications are serious for a democratic society.

WENDY DREWETT,
5 Portway Road,
North Marston,
Buckingham, Bucks.

What they want is real jobs

Sir,—I read with shock and dismay the suggestion by the Manpower Services Commission that jobs for the 16 to 19 age group be abolished and replaced by further training. This is in effect a lockdown raising of the school-leaving age to 18.

While welcoming the Government's special measures to help with youth unemployment, surely they should be regarded as a stop-gap until the overall job position improves. The danger is that they will become built-in and, in fact, replace jobs for school-leavers.

The plain fact of the matter is that young people have paid for the economic crisis and indeed have come close to being made the scapegoats for it. What they want above all are real jobs to go to when they leave school. Postponing this until age 18 will only make matters worse, however much training they will have had by then.

Indeed, the raising of the school-leaving age to 16 has meant that young people with birthdays in September, who stay on at school to the end of the summer term to take public exams, are almost 17 when they leave school and, in my area at least, some employers regard these young people as too old to start an apprenticeship.

One would wish that schools would do more to prepare their pupils for the world of work and render unnecessary many of the proposed training courses. However, to shift the balance in favour of jobs for young people would require political decisions which society as a whole may be unwilling to take.

I feel certain that I will have the support of the majority of my colleagues in the careers service in this appeal for jobs for school-leavers and not short-term palliatives however attractive these may appear to be.

D. M. RUSHTON,
Senior Careers Officer,
Lancashire County Council,
District 12 (Burnley).

More points—but is it promotion?

Sir,—It is certainly desirable that teachers should consider ways of improving their salary structure (" Unfair plan to unblock promotion path for teachers", November 18), but this consideration should include more than an alternative to the points system. The present arrangements have frequently been criticized for encouraging promotion for administrative duties rather than good teaching and for making it difficult for heads to allocate experienced teachers to pupils most in need of their help.

The 1956 Burnham award determined the general pattern of promotion prospects when it provided allowances for a series of posts, i.e. deputy headships, headships of departments and posts of special responsibility, though the functions of the last group were never clearly defined.

Since 1956 there have been many changes in the details of the salary structure, and changes in the pattern of school organization. These changes have meant an increase in the number and variety of posts of special responsibility, though the only new posts named in the salary awards are those of second master or mistress, and senior teacher. The proportion of teachers holding above basic scale posts has increased from 39 per cent in 1957 to 66 per cent in 1975.

During these years the promotion prospects for individual teachers have also been affected by the rate of expansion of the school service. The number of teachers has increased by 66 per cent and the number of promoted posts has more than doubled. On the other hand, the number of headships was slightly lower in 1975 than 1957 and the proportion of these posts declined from 12 per cent to 7 per cent.

For teachers in the appropriate age groups, promotion prospects have been exceptionally good in these years and it is unrealistic to assume that this state of affairs could continue indefinitely. Automatic promotion could change the situation, but is it promotion?

FRIDA CONWAY,
17 May Road,
Swinton, Manchester.

A sacrifice too far . . .

Sir,—In your report on the teachers' unions' preparations for their pay claim it is bewildering to note that it is Bernard Wakefield's view that teachers have sacrificed more than the average employee under phases one and two of the incomes policy.

Like certain other public service groups, teachers have enjoyed incremental adjustments to their pay in the past two years, in addition to the nationally applied increases. If teachers had been really concerned about the newly trained but unemployed teacher they would have sacrificed their increments (and felt justly virtuous about it), seeking only an agreement with local authorities that the forgone incremental rises should pay the salaries of one or two additional teachers a school.

JOHN I. EDMONDS,
8 Albert Road,
Cheltenham.

Non-word

Sir,—I am aware that it is not the practice of editors to publish rejoinders to reviews. However, I should be grateful for the hospitality of your columns in order to correct a grave error which appeared in the review of my book *A Dictionary of the Social Sciences* which appeared under the title *Sedimentarization total* (*TES* October 28).

The word "sedimentarization", which also appears repeatedly in the text of the review, does not, of course, exist and does not appear in my dictionary. The word should have been "sedaturization".

Freedom of speech permits the most extreme ridicule. But I must point out that to suggest that I gave definitions to non-existent terms impugns my intellectual integrity.

HUGO F. READING,
Iounnimon 6
Palaio Psychiko
Athens.

IS YOUR SCHOOL IN A MINORITY?

Over half of all British secondary schools use Studytapes as indispensable teaching aids on CSE, GCE 'O' and 'A' level subjects. Does your school provide these aids for individual tuition and class use?

Studytapes are unique tape and textbook subject courses.
★ Written by teachers to aid teaching
★ Using established teaching methods
★ Closely conforming to school syllabus requirements
★ To improve examination results without cramming
★ Allowing teachers to arrange individual tuition—without extra work
★ Available on loan through our new library scheme

STUDYTAPES from ep Educational Productions, Tilphill, Bradford Road, East Ardsley, Wakefield, West Yorkshire WF3 2JN. Telephone Wakefield (0924) 826100

To obtain full details of all Studytapes courses and the new library service, please complete and attach this coupon to a sheet of your school stationery and send it to EP.

Name .....
Position .....

FURTHER DETAILS AVAILABLE WHERE THE TELEPHONE NUMBER Application forms available from the Office, County Hall, Hertfordshire

STAP applications accepted for

What does this mean to you?

By adopting the Standard Teaching Application Forms (STAP) scheme, local authorities are making life a lot easier for teachers in search of a job. This new scheme means

- less time spent filling in application forms
- less money spent on postage

To find out exactly how the scheme works, and obtain your STAP form, contact the STAP Officer at the following address:
Consultancy Services Organisation,
Middlesex Polytechnic,
Bounds Green Road N11 2NQ.
Telephone 01-368 1299.

STAP

COURSES ADVERTISING

With over half a million readers The TES is a most appropriate and effective platform from which to inform people about the courses opportunities open to them.

To advertise in these columns please contact the Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ. Tel. 01-837 1234.

COURSES

UNIVERSITY OF EXETER

School of Education

ADVANCED PROFESSIONAL STUDY

Bachelor of Philosophy in Education

Applications are invited from both graduate and non-graduate teachers with not less than three years' qualified teaching experience. The course consists of one-year full-time study with the completion of a dissertation by part-time study.

The following special fields of study are available: COUNSELLING, CURRICULUM, LANGUAGE IN EDUCATION, REMEDIAL & SPECIAL EDUCATION, and SOCIOLOGY OF EDUCATION.

Diploma in Education (Music in Education)

Applications are invited from both graduate and non-graduate teachers with not less than three years' qualified teaching experience for this one-year full-time course, offered jointly with the Dartington College of Arts and based at Dartington.

Full details of Diploma and B.Phil.(Ed.) courses are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 3LZ.

Master of Education

Applications are invited from teachers with at least three years' teaching experience and with either a good Honours degree or an Advanced Diploma at a high standard for one-year courses in the following special fields: THE TEACHING OF ENGLISH LITERATURE, THE TEACHING OF MATHEMATICS, THE TEACHING OF SCIENCE, THE TEACHING OF HISTORY, THE TEACHING OF MODERN LANGUAGES*, LANGUAGE IN EDUCATION and CURRICULUM STUDIES.

The School of Education also offers registration for the degree by research of Master of Education (one year full-time or two years part-time) for experienced teachers with good honours degrees or an Advanced Diploma at a high standard, Master of Arts and Doctor of Philosophy.

Full details are obtainable from the Academic Registrar and Secretary (Higher Degrees in Education), University of Exeter, Northcote House, Queen's Drive, Exeter EX4 4QL.

* Subject to confirmation.

Applicants for Diploma, B.Phil.(Ed.) or M.Ed. courses who are LEA teachers are eligible for secondment on full salary; other teachers may be eligible for grants from Local Authorities.

UNIVERSITY OF YORK

Department of Education

MA in Educational Studies 1978/79

The Department of Education offers a one-year (12 months) graduate course in Educational Studies which leads to the MA degree. The main areas of specialization are Philosophy of Education, Psychology of Education and Sociology of Education. The course is also available on a part-time basis over two years, the first term of which could be spent in full-time residence at the University.

The course is intended mainly for qualified teachers with experience of any area of education although applications from recent graduates will also be considered. Candidates will normally be expected to have a good honours degree but those with other qualifications such as an advanced diploma in education (or equivalent) are encouraged to apply.

Application forms and further particulars can be obtained from the Graduate Office, The University of York, Heslington, York YO1 5DD.

---

the College of Ripon & York St John

Department of Mathematics and Science

A full-time one-year course
'Retraining for Secondary Physical Science Teaching'

Beginning in September, 1978

If you are a qualified teacher with at least a basic (e.g. O Level) science background and wish to retrain to teach in the shortage area of Physical Science, we have designed a course (recognised by the DES) which could well be what you require. It will give you a good foundation in science and relate it directly to the classroom.

Applications are also invited from those who have completed a recognised training qualification (B.Ed., Cert.Ed.) and who wish to change the emphasis of their training before entering upon a teaching career.

Many of those accepted for retraining will be eligible for the Awards the Government has made available.

For further details apply to The Registrar, The College, Lord Mayor's Walk, York YO3 7EX.

Wolsey Hall founded in 1894 offers individual instruction by qualified tutors in the comfort of your own home for London University external

Degrees

as well as a wide range of

G.C.E. and Professional Courses

Write to the Principal, Wyndham Milligan, M.B.E., T.D., M.A. at the address below for a free prospectus giving details of all courses and introducing the expert tutorial team at Wolsey Hall who will personally assist your studies.

Accredited CWAC Member ABCC — Founded 1894

Wolsey Hall

Dept. BHH, Wolsey Hall, Oxford OX2 6PR. Tel: (0865) 54341/24 (hours)

DORSET INSTITUTE OF HIGHER EDUCATION

A one year full-time course for qualified teachers with a minimum of three years' teaching experience.

UNIVERSITY OF SOUTHAMPTON

Diploma in Advanced Educational Studies

(EDUCATIONAL TECHNOLOGY)

This course is concerned with a systematic study of learning processes and effective communication in education. It involves a consideration of the design of learning systems and the investigation of a wide field of resources and communication media and their adaptation with established teaching techniques.

Practical work to include CCTV film making, programmed learning, photography, television.

Applications now invited for academic year 1978-79. For further details and application forms apply to The Registrar, Dorset Institute of Higher Education, Cranford Avenue, Weymouth, Dorset DT4 7LQ.

Faculty of Human Sciences
Centre for Studies in Counselling

Courses in Counselling

C.N.A.A. Diploma in Counselling and Pastoral Care with Special Reference to Schools

This one-year full-time course is recognised by the DES as a professional qualification for counselling and pastoral care roles in schools and colleges of further education.
An applicant should be a qualified teacher with five years' teaching or other relevant experience.

Course in Vocational Counselling

This one-year full-time course is recognised by the Careers Service Training Committee of the LGTB and leads to the award of the Diploma in Careers Guidance.
Applicants should have a degree or a teaching certificate or a diploma approved by the Board. Exceptionally, candidates aged 27 and over with valuable experience may be considered for entry, even though they do not hold the above entry qualifications.

Further details may be obtained from:
The Registrar, Ref. AH202, Faculty of Human Sciences
North East London Polytechnic
Livingstone House, Livingstone Road, Stratford, London, E.15
(Telephone: 01-534 5417)

NELP North East London Polytechnic

Centre for English Studies
Bletchingdon Park
Oxford

RSA TEFL Certificate

nine-week full-time course
March 28-May 26, 1978
Tuition fee: £325
Closing date: January 6, 1978
For further details apply to the above address or 'phone Bletchingdon 333

I WANT TO KNOW ABOUT
The International People's College
3000 Elsinore, Denmark

Name .....

Address .....

CUT HERE

- COURSES RUN IN ENGLISH
- NEXT COURSE STARTS IN JANUARY 1978
- STUDENTS FROM ALL OVER THE WORLD
- TUITION, BOARD AND LODGING £34 PER WEEK

EXPERT HOME TUITION FOR

G·C·E

and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship).

Our exclusive methods of Home Study have brought over 300,000 examination successes, many first places. As every course is complete in itself no textbooks are required.

FREE 100-PAGE BOOK

Send now for a free copy of "Your Career" packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE

DEPT H14 TUITION HOUSE
London SW19 4QS Tel. 01-947 7272
24-hour Recording Service 01-946 1102
(prospectus only)

Accredited by the Council for the Accreditation of Correspondence Colleges

---

UNIVERSITY OF SOUTHAMPTON
Department of Education

COURSES IN ADVANCED STUDY IN EDUCATION, 1978-79

Applications are invited from experienced teachers, lecturers and advisers for the following courses starting in September, 1978.
M.A.(Ed.) (Full-time, one year)
Curriculum Studies—Educational Research and Innovation
M.Sc.(Ed.) (Full-time, one year)
Geographical Education—Chemical Education—Biological Education—Physics Education
M.A.(Ed.) (Part-time, three years)
M.Phil. and Ph.D. (Full-time and part-time)
Diploma in Advanced Educational Studies (Full-time, one year)
The Education of Educationally Subnormal Children
Further information and application forms from:
The Departmental Secretary (Advanced Courses N.H), Department of Education, The University, Southampton, SO9 5NH.

"The Transfer of Handicapped Children from Special Schools into Ordinary Schools".

20th-24th February, 1978 (COURSE NO. 13/79)

Intended for staff of the ordinary school. A course to discuss the practicalities of arranging transfers of handicapped children, including those with visual and auditory impairment. Attention being given to case conferences, part-time sessions and the provision of resources, teachers and equipment.

Further details and application forms from Castle Priory College, Thames Street, Wallingford, Oxon. Tel: 0491 37551.

WEST LONDON INSTITUTE OF HIGHER EDUCATION
INTRODUCTION TO COUNSELLING

Thursdays, January 12 to March 16, 1978: 7.15 pm to 9.15 pm.
Fee £3
This course for teachers aims to clarify the function of counselling in schools, to give a basic theoretical perspective and to consider the allied services available to pupils and teachers.
Students may enrol on the first evening of the course or early in January to:
The Secretary, Department of Social Studies, WLIHE, Gordon House, 300 St Margarets Road, Twickenham, Middlesex TW1 1PT.

Goodbye free school, hello special unit

'Scotland's first, only and almost certainly last free school is now into its fifth session. That's four years longer than its life expectancy'. John MacBeath on the rise and possible fall of Barrowfield Community School in Glasgow

The continued existence of Barrowfield may be disquieting to those who had looked forward to its painless demise. Their patience may soon be rewarded. Without finance and without teachers, Barrowfield Community School is being held together by a dozen or so determined parents. It is highly doubtful whether they will see it into its sixth session.

There are fifteen teenagers occupying three of the upstairs rooms in an old primary school building. They clock in at 9.30. Two or three of their parents are there to supervise and help them with their work. The programme for the week is drawn up by a team of three, two teachers and myself (a college lecturer). As often as possible we try to be present to help parents to help their children learn.

Barrowfield Community School was originally a response to a plea for help from a group of parents who wanted something to meet the special needs of their children. If a free school could meet those needs, surely the means could be found to establish it as a long-term operation? The immediate priority was to go ahead. Tomorrow would take care of itself.

The school consisted then of a small group of motivated parents, a dozen or so enthusiastic teenagers, a full-time unsalaried teacher, and a church hall, later exchanged for three small rooms above a taxi drivers' canteen.

In those days a free school was a free school, they now say with nostalgia. Needs were being met by enthusiasm, involvement in decision-making and planning, and strong school-community links. As for jobs the kids got when they left, the early graduates did rather well compared with their comprehensive counterparts.

In 1972-73, however, the Glasgow educational establishment was addressing itself to comprehensivisation. The free school was, at best, a distraction. The Conservatives might welcome free schooling, with its emphasis on parental choice and independence. But for the majority within the more dominant and influential Labour Party, the fight for comprehensives was far from won. An apparent attack on the comprehensive principle ought to be resisted.

So in its early days the school had few sympathizers, and formidable opposition from those it would have liked to count as friends. Support from within the system seemed unthinkable; the school had to look for finance from benevolent, or more enlightened, outsiders.

It took a few hundred letters and innumerable visits to industries, successful and philanthropic Glaswegians, and charitable foundations, before the Scottish International Educational Trust, the Wates Foundation, and the Gulbenkian Foundation promised support.

In 1974, then, with £17,000 over three years from these three foundations (the bulk coming from Gulbenkian), the school was suddenly rich. It could not only employ three full-time teachers, but pay them. It could open the doors a little further to some of those clamouring to get in. (It also, perhaps mistakenly, opened its doors to increasing numbers of referrals from social work and children's hearings, who saw the school as a form of intermediate treatment.) The school could buy badly needed equipment, and a minibus to take the kids bilwalking and camping, and to other schools and other cities.

The grant was given on the assumption that, at the end of three years, the school would be taken over by the authority. In 1974, when that proviso was made, it seemed the authorities were becoming less paranoic about free schools.

In addition, a new structure for local government was about to emerge. It promised to be forward-looking and innovative, peopled by new brooms, or at least old ones with new handles. At the grass roots, social workers, community workers and voluntary agencies were filtering back favourable reports on Barrowfield to their administrations.

Evidence of changing attitudes came in late 1975, when Strathclyde Regional Authority reacted favourably to the suggestion that they reprieve from demolition the old Camlachie primary school in the area, and bequeath the building to the "free school". It took a year of negotiation and lobbying to achieve this, but by September 1976 the school was in its "new" building.

The region helped in the supply of materials and furniture. By the end of the year they had agreed to support an application for urban aid. There was also promise in the East End Development Project, which would finance the transformation of the decrepit east end of Glasgow, where Barrowfield was situated.

Gulbenkian then invested a further £10,000 to renovate the building, with the assurance that it would be sponsored by Strathclyde. In fact, in a newsletter distributed by the region in spring, 1977, Barrowfield was listed as receiving support as one of their Urban Aid Projects.

Now, only a few months later, there is to be no urban aid. There is to be no East End Redevelopment money. Strathclyde does not wish to number a free school among their institutes of learning.

Yet there are now more resources than ever, in the shape of an army of unemployed teachers. Millions are being spent on Job Creation projects. But that abundance is only a corollary to the hard-headed, tight-fisted new look of the late seventies.

Must the free school now be seen as a failure? It has certainly failed to live up to its own propaganda, or at least to the myth that Summerhill created for it. All free schools suffer from pilgrims. Many come with expectations of unfettered creativity, self-motivated children no longer alienated from education, needing no persuasion in their ardent pursuit of real learning.

When those visitors came to Barrowfield they were met instead with the chilly aspect of the ancient primary school building—a halfway renovated cathedral within which a number of kids could be seen struggling, often without enthusiasm, at some very basic and quite traditional maths.

One of the pillars of the free school wisdom was that conventions, ritual and bureaucracy, were impediments to true educational inquiry. Some of Neill's kids at Summerhill needed only freedom from those constraints to blossom into self-directed learners.

The same is probably true for a large percentage of kids. But Barrowfield kids are not only disaffected because of the modus operandi of secondary schools—they are fundamentally estranged from those areas of knowledge and methods of inquiry we define as "education".

Barrowfield has stuck to its original article of faith, that only with the involvement of pupils in what they see as meaningful activity can any real progress take place. But it is now obvious that it is less the area and the home background that has ingrained anti-educational attitudes, and more the experience of school.

Not only has this experience produced feelings of insecurity and inferiority, because of the daily rehearsal of failure; the pupils' experience of success seems to present an equally immovable obstacle to real learning. Pupils often don't undertake tasks because they are "rubbish"—in other words, "I do not understand it", "It makes me feel insecure"—yet they will happily immerse themselves in prolonged ritual exercises that demand no challenge—five or six pages of easy spelling words, or simple sums offering a cosy refuge from thinking.

At best, teaching in the free school has been a one-step-forward-half-step-back process. Sometimes it seems to be going nowhere. The school has had many hostile and intractable adolescents, whose childhood has been played out in homes, residential schools, courts, and children's hearings, and whose primary lessons about living are that life is confrontation.

With some the school has had a quite unpredictable success. But if legal and educational agencies have seen it as a means of turning hardened recidivists into mild-mannered Christian gentlefolk, on that score Barrowfield has been a failure.

Perhaps the real reason that erstwhile sympathizers are now prepared to see the school close is that they believe it has served its purpose. It has provided an adaptable rescue-kit model for a comprehensive system under stress. Looking back to 1972, and the antagonism to the idea of breaching the comprehensive principle, it seems surprising that special or "day" units are the "in" thing.

In 1972 there were no special units, no intermediate treatment, no truancy or exclusion centres. In 1977 they are flourishing. The Pock Committee on indiscipline and truancy in Scottish schools made as its first recommendation the further provision of "day units".

Where did this new ideology spring from? Much of the theory, and even more of the practise, of special units and intermediate treatment derives from the free school phenomenon. A visit to a special unit or an intermediate treatment project confirms the suspicion that they are

Continued from previous page

free schools in disguise. Many of those involved admit that it is, directly or indirectly, from free schools that they have learned their lessons.

The first special unit and the first intermediate treatment project in Strathclyde both have striking parallels to Barrowfield. It is more than coincidence that the first experiment with a special unit should be a few hundred yards away from the free school, as an outpost of the local comprehensive. Nobody denies that it was modelled on the free school.

What is more significant, however, is that it in turn has provided the model for further special units, which take their place on the visiting circuit when new units are being established. Barrowfield is no longer on that circuit, having been surpassed by the glossier version, much less tatty, much more lavishly endowed, benefiting by its umbilical attachment to the mother comprehensive round the corner. The free school concept has been refined and trimmed to meet the expectations of the system.

To some extent the same is true of intermediate treatment. Without an attachment to a specific school, intermediate treatment can offer more latitude for experiment and innovation, but with its access to the resources of social work it, too, has a benevolent overseer. Like the first special unit in Glasgow, the first intermediate treatment scheme benefited from what was happening in Barrowfield: it similarly provides a model for future development in this rapidly expanding market.

The free school is being laid to rest, unless some people care enough to keep more than its memory alive. Those who have worked there have a considerable reservoir of expertise, much of it gained by frustrating and sometimes disastrous trial and error. Clearly the system has learned a lot from their efforts. It is highly unreasonable to suppose that free schools cannot, given the chance, develop in new directions and offer new insights. Many of the assumptions of special units and day centres show that some fundamental lessons that free schools offer have not yet been learned.

Barrowfield needs some gesture of good will from the authorities. Even a fifth of the per capita expenditure for a special or intermediate treatment unit would keep the school in business. Two hundred and fifty new jobs are being created for teachers in the region, overtly as a response to the need for greater input in areas of deprivation. If two of those jobs went to the community school it would go most of the way to guaranteeing its survival.

It is continually astonishing to see parents in the area—parents described by a local head as "a feckless bunch"—keeping their own little school going. In a highly matriarchal community it is also pleasing to see two or three dads heavily involved. Schools which complain about parents should take a close look at Barrowfield.

So should councillors and education department evaluators. They would certainly see deficiencies, many stemming from lack of resources and security of tenure. In some senses they would be right that special units and good remedial programmes in schools can do it better. But if Barrowfield is short on techniques and equipment it could do with help, rather than criticism or closure.

Its long suit is its place within the community, and the affections of parents and kids. Its location within a building that is developing as a community resource has tremendous potential. Local people, particularly some fathers, have put hundreds of man-weeks of hard labour into renovating the building, all on a voluntary basis. One of these was recently ejected from his council house as on "anti-social tenant".

If Barrowfield closes, the region will have a dozen young people on the streets who will either refuse to go back to schools or, quite simply, not go back (which is much easier). Then a special unit can be set up, at a cost of perhaps £40 or £50 per capita per week. But then it will all be on a sound official basis, won't it? And we will all be losers.

John MacBeath is a lecturer at Jordanhill College of Education, Glasgow.

Snooker, sewing and the great outdoors (page 15) for students at Barrowfield.

Does sex make any differenc

A survey of the educational and vocational levels reached by a national sample of men and women highlights some of the reasons why women are still far from achieving equality of opportunity.

J. W. B. Douglas and Nicola Cherry report

We wanted to look at the educational attainment, at a group of men and women, now aged 31, who were among the last to pass through an almost totally selective system of secondary schooling. They were born in the first week of March 1946, and come from all parts of England, Wales and Scotland (only illegitimate births were excluded).

We have kept in touch with them since birth at intervals of two years or less, and a wide range of information has been collected on all aspects of their lives, including educational achievements, including educational and vocational qualifications. We have now completed a most complete, detailed and accurate information that has been collected on the educational experience of any single group of individuals. Of a starting group of 5,362 born in March 1946, 4,300 are still living in Britain, and full educational information is available for 90 per cent of them.

The changes in education at all levels during the past 10 to 15 years make it desirable to record the educational and vocational achievements of the national sample, to provide a baseline against which to compare the achievements of subsequent generations who have experienced a system designed to provide more equal opportunities. Here we are mainly concerned with the educational and vocational levels reached by men and women irrespective of their home circumstances.

The members of this birth cohort were born after the brief upward swing of the birthrate during the war had reached its peak, and before the start of the massive increase in birthrate of the 1950's. At school they had the advantage of following a larger generation. At tertiary level they arrived at a time when university expansion had started but had much further to go, and when major developments of the colleges and polytechnics were to come.

The group had an exceptionally high frequency of early marriages. In this they exceeded both earlier and subsequent birth cohorts—an important consideration, as we shall show that early childbearing is associated with restricted educational opportunities.

Differences between the sexes in educational and test performances up to the age of 16 have been described in *The Home and the School* and *All our Future*. In the primary schools the girls made higher scores than the boys in tests of ability and attainment, and were described by their teachers as harder workers and more likely to benefit from admission to selective schools.

The proportions of boys and girls selected were, however, closely similar, and by 15 years the boys were making higher scores in all tests except verbal intelligence. This was so in each social class.

In the GCE O level exams the girls were less likely than the boys to fail completely, though they passed in fewer subjects and, in particular, gained few passes in maths and science. Up to the age of 16 there were no substantial differences in the ages at which boys and girls left school; but at that age even girls of high ability were less likely than boys of similar ability to say they would enter full-time education after leaving school.

There were many indications that the girls' interest in academic learning was falling behind the boys', and it was felt that this would show up in poor A level results and a low proportion entering tertiary education.

Information about colleges, universities and other further education institutions attended and the courses and exams taken was obtained from the survey members, and checked with the institutions concerned. Educational and vocational courses and qualifications are kept separate, though they have been classified in a parallel way, using the grading of courses of the Burnham Further Education Committee, to give the vocational equivalent to the educational scale of "sub GCE examinations", "O levels", "A levels", "degrees".

Where the level of a course was unclear, it was checked with an HMI for technical education. Diplomas and certificates of education were classified as "vocational", but degrees in education were included with other degrees.

A complete account is available of all subjects taken or passed, the length of courses, the basis of attendance and the characteristics of the institutions. We are, however, only concerned here with the highest course attempted, whether it was vocational or educational, whether a qualification was obtained (at the first attempt), and whether the basis of attendance was full time, day release or other".

At 15 years, but not at earlier ages, the girls made lower scores in reading than the boys. The test used, Watts-Vernon, was given again to the same individuals at age 26. Figure 2 shows the proportion who at each age scored 24 points or more above the mean of all those tested at age 11. A higher proportion of both men and women attained this level at 26 than at 15, but there was little indication that the girls were retrieving their 15 year disadvantage.

The ceiling of the 35 item Watts-Vernon test is too low to give a fair indication of the capacity of the late school leavers, who at 15 were clustered towards the top of the possible scores and so had little opportunity to improve when the same test was given again.

However, early school leavers of both sexes appear to have made major gains. If it is accepted that a score in the top half of the Watts-Vernon test at 15 indicates a socially adequate reading ability, then the early leavers, who as a group were inadequate at that age, have improved their position by the age of 26.

Even those who left school at the earliest possible opportunity, and thereafter did not enrol at college, greatly increased their reading score during the succeeding 11 years. In the 15 year test only 23 per cent scored above the mean of the whole sample (24 or more points) whereas at 26, 59 per cent were scoring at this level. Thus improvements in reading in late adolescence and adult life occur, among initially poor readers, whether or not further education is received.

The expectation in *All our Future* that girls would leave school with fewer A levels than boys has been confirmed. The age of leaving school was similar in both sexes, and the proportion with some GCE qualifications was also similar, but A levels were gained by only 10 per cent of the girls compared with 14 per cent of the boys.

After leaving school many men and women (55 per cent) take courses at colleges or universities. Some simply widen their qualifications at roughly the same level as their achievements at school; for example, those leaving school with O levels and passing an audio-typist's qualification or an intermediate City and Guild's exam have widened their skills, but not improved their level of qualification.

One in three members of the 1946 cohort obtained by further study a qualification that was higher (on the Burnham grading) than their school level. Their chances of improvement are greatest if they leave with A levels, and lowest if they leave with no qualifications.

This holds for both men and women, though not wholly in the same way. Girls who leave school with one or more A levels are just as likely as boys with the same leaving certificate to get better qualifications, and the same is true for girls with sub GCE or no qualifications. But girls leaving school with O levels are far less likely to improve them by further study.

Some of these sex differences are explained by differences in the age of childbearing, as Table 1 shows. Women who start childbearing early are less likely to raise the level of their school qualifications than those who start late, or have not yet started by age 25. The same holds for men, though less marked, so that among those who started a family by the time they were 21, women suffered the greater restriction of educational opportunity.

As early motherhood is much more prevalent than early fatherhood, the effect on level of qualifications attained is far greater. Whereas the overall proportion improving qualifications after leaving school is 29 per cent for women and 37 per cent for men, if the age of having children had been the same in both sexes, these proportions would have been respectively 32 per cent and 34 per cent.

Even if they have not started a family by the age of 25, women with O levels are less likely than men to improve their qualifications after leaving school. The explanation for this must lie in part in the types of job available to men and women. Many boys leaving school with O levels enter a five-year apprenticeship in which early exam success leads to opportunities for further study, but not to a reduction in the time needed for formal recognition as a skilled worker.

In contrast, the bright O level leaver entering clerical or secretarial work can reach skilled status within a year or two, by passing qualifications rated on the Burnham grading as being roughly equivalent to O level. Even where the work itself contains a large element of administration, only a low level of formal qualification may be demanded. Since girls are more likely to enter office jobs and boys apprenticeships, substantial differences in the final level of vocational qualifications may be expected among men and women entering employment at an early age.

This is indeed found. Differences between men and women in the level of vocational qualifications are a good deal more marked than differences in their level of educational qualifications (Figure 2). The proportion with no vocational qualification is similar in the two sexes, but women outnumber men at the preliminary level, whereas men outnumber women at the higher levels.

These differences in vocational qualifications are certainly not explained by lack of staying power of women who start courses, or by their failing in exams. Once they have joined a course women are more likely than men to be successful in the "key year"—to complete the courses and to obtain their qualifications at the first attempt (Figure 3). This holds for each level of qualification and for each basis of attendance, and is most clearly shown among those who enrol on an examination course by evening study alone.

The rather gloomy expectations for women at A level and above voiced in *All our Future* have not been wholly fulfilled. There is a small gap in the level of educational qualifications of men and women, which is largely explained by the tendency for girls' schools to see colleges of education as a satisfactory alternative to universities. The superior vocational qualifications of men seem to reflect their greater incentive and opportunities to qualify for higher level jobs which, at the time this group were on courses, and probably today too, were difficult for women to enter.

There is, however, every reason to believe that the women would have done as well or better than men of equivalent ability if more of them had enrolled on equivalent courses, and that their failure to do so reflects the structure of society rather than the limits of their capabilities. While early childbearing is an obstacle in the way of women obtaining higher qualifications, this is mainly so at lower levels, and is likely to change in succeeding generations with postponement in childbearing and smaller final size of family.

J. W. B. Douglas is director of the Medical Research Council unit at the London School of Economics. He was director of the National Survey of Child Development. Nicola Cherry is a research officer at the MRC.

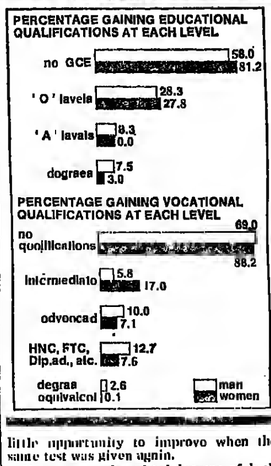


TABLE 1

% improving the level of qualifications achieved at school

* First child born when cohort member aged:	Level of qualifications achieved at school: sub or no GCE		"O" level		"A" level		Overall	
	men	women	men	women	men	women	men	women
15-18½	13.4	5.5	—	0.0	—	0.0	13.3	5.3
18½-21½	14.4	12.1	50.0	13.4	57.1	41.0	17.8	13.1
21½-25½	20.9	24.3	47.2	25.9	63.3	74.4	27.9	27.6
No child at age 25½	30.0	31.0	53.2	35.6	81.2	84.5	43.8	41.4
Overall	25.0	21.8	51.5	29.1	78.1	78.6	36.5	28.6

* The half year cut off point was chosen to include children born after the cohort member's birthday (in March), but before the end of the academic year (taken as August).

Figure 1

Figure 2

% scoring more than 24 in reading test

	Men	Women
At 15 years	60.1	52.7
At 26 years	85.7	79.6

Figure 3

% passing vocational qualifications in key* year

	Men	Women
Intermediate or higher levels	43.5	68.4
Advanced or higher levels	55.0	72.4
HNC, FTC, Dip.Ed, or professional	70.8	86.0

* The key year was the one in which the cohort member either attempted the qualification for the first time, or dropped out from the course.

The play's the thing ...

Bernard Crick reports on political education through theatre at the Cockpit

The Cockpit, its director Alec Davison tells one, is not for education in the theatre but for education through drama. The distinction is important and genuine. ILEA's own "theatre and arts workshop" does many things and is a very busy place: it is also a teachers' centre, a youth centre and a community arts centre, with even its own "Outreach" group who go round the schools. But almost everything it does has something to do with the ordinary curriculum. Here is not a group of "culture to the masses through theatre" optimists, but a group of people who know the real nature and needs of inner-city secondary schools and seek simply to enliven and make more imaginative the ordinary syllabus.

I visited The Cockpit recently for the first time to see the play *Moreches*. I went in order to indulge, again for the first time, both my main hobby which is theatre-going and my main professional obsession which is political education. Normally I keep these two friends apart. I don't believe in either Matthew Arnold's or Karl Marx's version of being a "whole man" or on "integrated personality": I like variety, doing different things and even thinking in different ways at different times. Isn't there something of the actor in any good teacher of the arts, languages or social sciences?

However, when anything is labelled "political theatre" I go in fear of being called as a witness to a propaganda atrocity. All I knew in advance was that Moreches was a documentary play about the thirties, contrasting the Jarrow March of the unemployed to the Cable Street March of the British Union of Fascists. And I knew that the morning was for the play and the afternoon was for group discussions about the play and sometimes role-playing.

Between the morning and the afternoon was lunch. My friend from the Institute of Education slipped in with a group of black girls (in the majority that day) with his easy professional manner. I intruded into another such group more awkwardly but made all well and tongues wag by the lie "a journalist", in reply to "who are you?" (not a complete lie, some of my colleagues would say). My friend's group was sure that the play was biased towards Mosley. My group was sure that it was biased towards the Communists.

The play was, in fact, marvellously balanced, "fair" and empathetic, presenting the Mosley of the unofficial programme for full-employment getting the better of argument with the narrow, bewildered and conventional figures of MacDonald, Snowden and Thomas, with at first only a hint of megalomania, something which grew, but could be seen to grow not just from a lust for power but also from the rejection of original ideas by ordinary men incapable of rising to great events. Parallel to this extremity one saw an ordinary unemployed man being driven closer and closer to the Communist Party as "the only lot that does anything for us". Yet this was far from Unity Theatre of yore or even the community action version of Agit-Prop theatre today. There was always a hint that the tough-but-sweet young Communist girl was acting under starter's orders, or wouldn't mind a bit of sacrifice of others for the cause.

The first half of the play hardly mentioned anti-semitism. Concerned with unemployment, perhaps Mosley did win the first act on points. But in the second act, nothing was spared of what the Fascists said about the Jews and what some ordinary people said about immigrants in general. A parallel began to emerge: only a few of the black girls, in fact, seemed to miss it. So perhaps rather oddly, it ended on the formal liberal dilemma: should the Cable Street march have been banned by the Home Secretary? Should everyone get the point in the discussions] the Lewisham March have been banned?

The play itself, was well characterized and well researched. And the Cockpit is a well-equipped and flexible modern arena theatre built in 1970, ideal for a small company. The Theatre-in-Education Team (Roger Chamberlain, Gabriella Harding, Harry Miller, Peter Murphy, John Slade and Amanda Wright), wrote the play themselves, with the director Tim Cutti, and each was excellent as well as polyvalente. The company have learnt everything there is to learn from the kind of small-scale, studio performance which the RSC did not pioneer, but have certainly perfected in The Other Place and The Warehouse. And one's own excitement was heightened by the intense reactions of an audience of whom very few had been to "the real theatre" before and yet who were readily able to accept the artificial conventions that have grown up to help small troupe act epics.

The afternoon was equally intense. The 60 or so children were split into six groups of 10 and their teachers were artfully isolated. The actors visited the groups to discuss the issues of the play in character. I watched a group visited by Mosley. He answered all questions in character. He had really mastered both subject and period. "Why did you let your men bash the Jews in that way?" "There never was a successful prosecution of any Blackshirt for assault on a Jew. I challenged them and the now anyone to find an instance to the contrary. I'm afraid, young woman, that whoever told you that is a victim of Communist propaganda (or a Communist." But we just saw it!" "You saw a play which contained a lot of Communist propaganda as well as a reasonably fair if abbreviated account of my own views."

"That's the stuff", thought I, like a dream come true. That is real political education, just what we in the Hansard Society programme have been talking about: an empathetic grasp of different viewpoints, as strong as they come. The only trouble was that some of the girls (mixed ability, lower-sixth) couldn't cope with both the shifts of reality and the strong characters; and some will plainly believe till their dying day that they've met Mosley. The risks were lessened a bit in the plenary sessions as groups reported back and the characters answered, still in character, but refuting each other. So, quite deliberately, nothing was resolved. That's for the schools.

Few of the groups on that day, however, showed any signs of having been prepared for all this, despite the excellent teacher's kits sent out in advance. The teachers said that they would be following it up anyway.

It was not just a day out. It should not have been. Here were the very roots of theatre and of political understanding: intuitional dramatic political issues need an imaginative understanding of the plausibility of all relevant viewpoints. Since they exist in society, how can we possibly "exclude" National Front ideas from schools even if it were desirable to do so? We can, however, exclude them effectively by making pupils more politically literate. Would that more schools could spend time in the Cockpit.

Mosley delivers his resignation speech in the House of Commons, May 28, 1931, from "Moreches".

...wherein to catch the conscience

Jessica Saraga on the work of some Theatre in Education groups

If lack of political literacy in children is a problem, then Theatre in Education can help tackle it. Although many TIE groups do not like to be described as being involved in political education, it is the label they object to rather than the fact. They do not deny their strong concern with the local community and its problems, which often provide the impetus for a project. "We believe that education does not stop at school", says Bill Mitchell, designer at Key Perspectives, in Peterborough. "Education merges with entertainment, and we produce shows not just for schools but for youth clubs and adults in community centres as well." Inevitably many of the questions raised in their shows are social and political ones, and this seems to be typical, too, of TIE teams who operate only in schools.

One shared concern is the rise of the National Front to which Key Perspectives's *Fat Cat* was a response. "From the very beginning we'd decided to tackle the problem of fascism and racism", writes Tricia Kelly who directed the show. "Peterborough is a town with a high immigrant population—a lot of Ugandan Asians came here—and there is a fair amount of antipathy, which the National Front is capitalizing on. For this reason we considered it very important to expose their ideas and also point out where they could lead to."

The project on race which the Bowsprit Company at the Greenwich Young People's Theatre is currently planning developed out of a similar concern. "The company considered the idea of tackling the subject of race after the National Front march in Lewisham in the summer, virtually on our doorstep", says Sue Benson, the schools liaison officer. "We have also had a lot of requests from teachers and local community relations officers, who were concerned about the distribution of National Front pamphlets in schools. We have thought very carefully about how to do this; we will employ a writer, but the company will decide on the approach and we will have a conference with teachers about it—it's a very sensitive area, and one's got to approach the problem as teachers see it."

Even where the starting point for a show is a school or examination syllabus, similar topics emerge. The M6 company, starting from the history syllabus, dealt with the rise of fascism in Europe in *No Pasaran* performed earlier this year, as did Coventry TIE in *The Rise of Adolf Hitler*. Trade unions have been dealt with by Key Perspectives and by Bowsprit, who also have a prospective programme on homelessness. Theatre Centre, who tour nationally, have used their production of *A Taste of Honey* to focus on the problems of the minorities represented by some of the characters in it. Their other current production, *Time-phase*, uses a science fiction format to suggest to the children that, although post suffering and injustice cannot now be put to rights, the future is theirs to mould and they are responsible for thinking what it should be like.

Choice of subject does not depend completely on the companies' own initiative. A company will hold regular teachers' meetings to discuss ideas, and will go into classes where possible to talk to the children, trying to identify what is needed and what will succeed. After a programme there is an attempt to analyse its success—Bowsprit ask teachers to fill in questionnaires about how they think the show worked. In many cases close cooperation is built up with schools and teachers over the years.

Great importance is attached to joint discussion of aims and objectives, to the teachers' preparatory work with the pupils, and to the way a programme fits into current areas of study. Liz Maidment, who is responsible for drama at Blackheath Bluecoat School and who has worked closely with Bowsprit, says, "Projects are successful when they relate to the ongoing work in school and explore themes across the curriculum. If you're going to use theatre for educational purposes you must relate it to what's going on, otherwise it's in a vacuum and meaningless. The children's minds can't take it; they need some kind of structure to work within."

She feels that the concern with social and political issues is a welcome priority and that Bowsprit's attitude is a responsible one. "Bowsprit are very aware of how miserable children are to the emotional longueurs of a live performance, and what a powerful effect outsiders have in a school. They are always careful—some programmes challenge the children's preconceived ideas and prompt them to gain insight into an issue whereas others avoid provocation and encourage children to make up their own minds. The effect is not so much political, more opening up avenues—the uninformed see that there is something to be said on the issues and respond to the visual demonstration of a point. Much of teaching is trying to bring children into the outside world and giving guidance as to how to operate in it, but the teacher cannot be entirely successful because the school is not the real world in."

On the TIE side, Bill Mitchell thinks that the movement's contribution is to supply a kind of education which is simply not available in schools. Because TIE teams have the time and the personnel for detailed research they can amplify a specific aspect of a topic in the curriculum, or open up a whole new angle. In addition the involvement of the audience in the action and the indefinable quality of a live dramatic performance is something which a classroom teacher can hope to match.

Messiah of the stage

John Russell Brown on John Arden

Plays One: Sergeant Musgrave's Dance. The Workhouse Donkey, Armstrong's Last Goodnight. By John Arden.
Eyre Methuen £1.25. 413 38460 8.
To Present the Pretence: Essays on the theatre and its public. By John Arden.
Eyre Methuen £5.50. 413 38150 1.

Read in sequence, these two books reveal an extraordinary, stirring and sobering story. Three of John Arden's plays, originally performed in 1959 and the early sixties, are now published in one paperback. At the same time, the author has collected reviews, essays and occasional writings that date from 1964 to the present day—and these appear in a volume that sells at more than four times the cost of the plays.

The young dramatist provided three different themes with powerful, exploratory plays that drew forth strong performances and passed hard against the boundaries of each theatre's usual operation. They also challenged their audiences, and still challenge their readers. Then, after seven or eight years, the author chose to work, for the most part, outside permanent theatre establishments. A return to the West End in 1972 led to emergency meetings for the cast of the play, estrangement from the management of the Aldwych Theatre, and the dramatist picketing on pavements, with Margaretta D'Arcy, his collaborator. Arden's strike action had the support of the Society of Irish Playwrights. The play was not a new one, but a version of a three-part drama devised in the first instance for quite different presentation.

Some readers will see John Arden leading one band of followers after another into wasteful and absurd border warfare. From this viewpoint, Arden's larger projects of recent years—a carnival about Vietnam in New York University in 1967 and the *Nuo-Sinn Constitution Show* in Dublin and London in 1975/6—will be judged unfinished, inconclusive and amateurish. They have been at odds with almost all those ways of working that have brought great performances, and impressive productions in both the metropolitan and the international "experimental" stages.

But other readers will hail Arden as a messiah, who, by his own courageous and disciplined example, leads them into the desert in search of a promised land. To these followers, he offers a theatre that is committed, colourful and unafraid: a theatre without subsidy and without a roof over its head; a theatre that is passionately concerned with a new world as well as a new art; a theatre whose most wonderful creations can be assessed only by imaginative and active response.

In a preface to his three early plays, Arden offers them as "examples of the kind of script by which some of us once vainly believed that the whole nature of the theatre could be changed". To the author the plays are dinosaurs, and the essays, *To Present the Pretence*, are unequivocally revolutionary. He presents himself as a man who has opened his eyes, turned about face, and now begs others to disregard comfort, security and meaningless struggles with an outworn theatre, so that they, too, may work as he does. He is a potential giant-killer who takes himself with absolute seriousness and everyone else as either collaborator, enemy or fool. He marshals no permanent allies, except his habitual collaborator, Margaretta D'Arcy. He praises the work of no other living dramatist, directing our particular attention only to the dead, to Jonson, Aristophanes, Lorca, Brecht, O'Casey, Shakespeare, and to his own latest works. His voice is all the more assertive because his regular publisher is not issuing those of his plays that he most values. (It is good news that the Plays Press is due to publish the cycle on Connolly in some suitable form in the near future.)

When the three re-issued plays are read along with the new essays, Arden's most accepted work seems very much in line with his present attitudes, being centred on well-nigh impossible actions carried out against great odds and in the face of accepted opinion. In *Sergeant Musgrave's Dance* the leading actor has to give a solo dance as the play reaches its climax: at the same time, he also has to sing, with *mounting emphasis, wearing his rifle, his face contorted with demoniac frenzy*; he then stops, panting, and the next moment leads the action forward with gentle, argumentative, fierce and intense speeches. In the final scene, the actor has to make a *strange animal noise of despair*, and then, after very, very few words, becomes and remains dumb. Throughout, in *The Workhouse Donkey*, and Gilmorkin, in *Armstrong's Last Good-Night*, also end with song and defiance, as one actor has to outplay everyone else on the stage.

In a specially written introduction to the volume of essays, Arden says that whenever he thinks of "the Drama" it is always an early nineteenth-century theatrical print that comes to mind. He relishes "the strained almost inhuman posture of the classic theatrical icon . . . with its crude primary colours and its tinsel embellishments". This image of "the drama" is also in keeping with the way he stands now, both to theatre and to life.

His comments on politics and society in these essays come to aggressive life as he describes single figures with fixed postures: their enormities or virtues seem to take possession of his mind and silence other concerns; his attitudes become fixed and secure by hallation and exaggeration. So a student, writing a letter asking for help with an essay, is taken as a figure representing the blindness of universities. A psychologist, hesitating before joining a theatre club, represents what is wrong with British goals. A "huge thug, drunk, with a bottle in one hand and a flag in the other", who menaces and defies the "arty clientele" of a Second Avenue bar, represents establishment reaction to peace marches in New York. In all this speaks the dramatist as maker of icons.

But there is more than this to be found in *To Present the Pretence*. Much of the argument in a concluding lecture on "Playwrights and Play-Writers" will find responsive agreement among dramatists who see their work being forced into alien moulds by processes of production over which they have little or no control. (There is a growing number of dramatist-directors, although Arden does not seem to know this.)

Scholars, critics and educators will be quick to quote an eloquent warning in the same lecture that words and actions cannot be divorced from each other, that plays need to be read and studied as images of life. Many theatregoers will feel that his attack on the debilitating effect of reliance on "currently received physical images which can mean all things to all men" registers a bull's eye. Many will be challenged to consider ways of achieving "particular" works that encourage audiences to respond without leaving the facts of their own lives out of account. Moreover, short passages quoted from the Connolly plays show the author at work in his own medium with superb control.

When the book of essays concludes with the couplet:

I say no more: I have no more to say.
I now propose to start a brand-new play.

a reader's mind races ahead. Most this new work be only for a small audience in a remote part of Ireland where Arden is a resident alien? Will the new hero or heroes speak to wide audiences or represent only Arden's own pursuit of theatrical icons? Is a tuppenny-coloured theatrical print a satisfactory prototype for a drama alive to today's issues and today's possibilities? Could any messiah achieve permanent good? Does this messiah have enough sense of equality, liberty and, especially, fraternity?

John Russell Brown

L for lollipop man

Edward Blishen

International Dictionary of Education. Edited by Terry Page and J. B. Thomas, with A. R. Marshall.
Kogan Page £10.00. 850.18 101 3.

The title of this book is an honest one. It is international—in, here and there, the manner of a directory rather than a dictionary: that is, it offers the address of the Uganda Ministry of Education, and of the Brazilian Association of Tele-Education. It does not provide the address of the Brazilian Ministry of Education: so it is not totally consistent, as perhaps a reference book should be. If you are curious about the phrase *hoger school*en, you will learn that it refers to the non-university higher education institutions of the Netherlands. If, on top of that, you are uncertain of the meaning of "higher education", its rendering in italics directs you to a separate entry, which informs you that it is "*tertiary education* of an academic level higher than that attainable on completion of a full *secondary education*."

Which brings me to the second honest thing about the title, it is a dictionary. That is, it defines words and phrases. This may lead in a certain obviousness, that might be regarded as remarkably out-of-place and space-wasting, as in the case of the definition of "higher education": or that of "reform": ("Any intended change towards improvement of educational theory or practice").

The fact is, the idea of a *dictionary* of education, admirable as it might seem, falls down because so much of the subject-matter requires, not telegraphic definition (dummit, who needs to be told that "global awareness" is "*knowledge* and understanding outside one's own subject or one's own country or *culture*"), but an account rather encyclopedic then lexicographical. For anyone who is forever trying to figure out the meaning of *gewoon luger ondeowijs*, or track down the address of the *Studienstiftung des Deutschen Volkes* it is likely to be useful, if not always reliable.

It promises "everyday colloquialisms", but these, too, are not always present. (You can find out what a "lollipop man" is, but any active if deeply innocent educationist anxious to discover what a *London* school-child means when he threatens to "play hookey" will remain unsatisfied). "Redbrick universities", yes: but "Oxbridge" (though the other definition refers to the term), no.

Punishment, yes; but among the comical subtleties in these pages, I cannot think of a more remarkable one than the careful ascription to L. A. *Reid* (the use of italics suggest a separate entry for Mr Reid, but he is not there) of the assertion that "it includes: a the intentional and purposeful infliction of pain: b the infliction by a person in authority: c as a *penalty* for what the person in authority believes to be some wrong done by the offender."

HEINEMANN EDUCATIONAL BOOKS LTD

German Through Reading
M. E. Mountjoy
A series of carefully graded and attractively illustrated readers in two colours, with accompanying objective tests. Stage 1 is suitable for the end of the first year, Stages 2 and 3 for the 2nd year.
Stage 1
1 Das Haus im Baum
2 Ingrid und Maria
Stage 2
3 Alarm bei Nacht
4 Dagmars Probleme
Stage 3
5 Hitlers Ära
6 Der Weg zu den Sternen
50p each Teacher's book 75p

Trade and Growth
C. L. Pass and J. R. Sparkes
How are the economic fortunes of Britain linked to *foreign trade? As a nation heavily dependant on exporting* our goods and services, growth in this area stimulates the economy as a whole . . But the record in recent years has been poor. This book considers the reasons for this and the options open to improve the situation. *Studies in the British Economy* £1.30

Who Wants to Cook?
Mary Philip
A book of recipes for cooking with the pre-school, infant and young child. Several of the recipes can be prepared with no actual cooking. £1.50

Fundamental Chemistry
A revision book for first certificate
M. J. Long and J. H. White
Summarizes all the knowledge required for current C.S.E. and 'O' level chemistry examinations. Closely in line with the latest syllabuses, especially J. M. B., London and A. E. B. £1.60

Objective Questions in Physics for Advanced Level
K. A. Toh and S. H. Tan
A collection of carefully tested objective questions for students following the 'A' level Physics syllabuses of the University of Cambridge, University of London and other examination bodies. £2.10

Inspection Copies (TES 9/12)
Please ring the titles you would like to receive on inspection and return this advertisement to the address below with your name and address.
Name .....
School .....
Address .....

Heinemann Educational Books
48 Charles Street, London W1X 8AH.

Now available in its 14th edition
Everyman's English Pronouncing Dictionary
Originally compiled by DANIEL JONES Revised by A. C. GIMSON
The most comprehensive revision since first publication, incorporating a new vowel notation. The dictionary now contains over 59,000 words in international phonetic transcription, together with many thousands of inflected forms. The pronunciation given is entirely that in common usage in the last quarter of the 20th century.
£4.50.
DENT

The Taylor Report on School Governors and Managers

Back numbers of The Times Educational Supplement containing Mr. Taylor's own 6,000-word summary are available from The Circulation Manager, The Times, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Tel.: 01-837 1234

Fun and games

Though games are very popular presents, few new ones have made their mark recently. The current best sellers have been around for a very long time.

Major London toy and game shops expect Mahjong, which is as old as the oriental hills, to continue its come-back along with Backgammon (precursors are thought to date from 3,000 BC). Other ubiquitous best sellers are Monopoly and Scrabble. Good words are said about the commercial success of Mastermind, but even this is more than five years old.

No one can pretend that inventing that special blend of chance and skill which makes a good game is easy. There is no proven formula, but undoubtedly for a game to be a real success it must be possible to play it on a number of levels.

In addition, one should not underestimate the fantasy value of games for both adults and children. To allow play to our alter-egos in the roles of property dealers or generals is a useful function. Fantasy value probably accounts in part for the popularity of Mahjong (Eastern associations) and the casino games, Craps and Backgammon (nights in smoke-filled casinos).

In an attempt to find some new heirs to the thrones at present occupied by Monopoly and Scrabble we asked some manufacturers to send along some of their potential highflyers. They had to be box games, cerebral and suitable for children aged 10 or under, though, of course, if older children and adults could enjoy them as well so much the better.

The games are here reviewed by TES staff, who tried them out with adults and children.

Othello, £4.50
Peter Pan

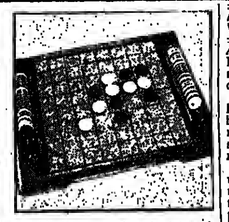
Othello has hours of mileage in it for everyone from beginners of seven up in the most hardened games buffs. As its blurb says: "It takes a minute to learn and a lifetime to master."

Like most successful games, its formula is a combination of simplicity and variety of option and action. And it rarely takes more than half an hour to finish a game.

Othello is a game for two players. Each has black or white counters. The aim is to trap the opposing pieces by skilful placing of one's own. Captured counters are flipped over to change colour and join the other side.

Dramatic switches in fortune are a feature of the play. One slip can mean the loss of half an army; and the next move can see the whole process see-saw back again.

Othello is named—presentiously—after the moods of the Moor: up one minute, down the next. At a recommended retail price of £4.50 it may not seem cheap; but it is on sale at many shops for far less, its contents are sturdily made and



there is also a smaller sized travelling set (£2.50). It is, too, a game for all the family.

Since its introduction in Japan in 1971 *Othello* has become an international hit. It is marketed widely in Britain and addicts can enter the national Othello championships. The winners go on to the world finals.

A departure next year will be the first national schools championships. With entries coming in from all over Britain the organizers hope for a keen contest.

Paul Moorman

Ad Lib, £1.99
Waddingtons

Ad Lib is a cross-word game using lettered dice. Its strong feature is that one person can play it on his or her own against the clock.

The dice are shaken and the letters which turn up on top have to be made in crossword style into as many words as possible before the sand in the accompanying egg-timer runs out.

Each letter has a value. Letters unused are subtracted from the total. The winner is the first player to reach an agreed number of points. There are obviously tight limits in word building.

Ad Lib's recommended retail price is £1.99, which seems a lot. But it will help younger players start to get the crossword bug. P.M.

Coup D'Etat £5.25
Actionguide Ltd.

Every year the games manufacturers make desperate attempts to supplant the old classics like Monopoly and Risk with board games that will mean more to today's families than themes that depend on Park Lane altco at £400 or a world map splattered with British Empire pink.

Time and again they fail because they make the elementary mistake of thinking it is only the idea that matters. What they forget is the fundamental formula which ensures that the old classics are still the bestsellers. They have well-designed boards, pieces which will survive use or misuse by any member of the family, and rules which have been meticulously worked out and tested to apply to any turn that the game may take.

Coup D'Etat, or *How to be Your Own Colonel*, is a strategy game for 2, 3 or 4 players of 10 years and upwards with a rule book which comes complete with "A brief history of Ojowa and its political evolution". All good contemporary stuff but, as the 14-year-old in our test team observed:

"It would be quite a good game if it had more instructions instead of all that history which no one will read."

Coup *D'Etat* comes in a glossy package, but when the box is opened the board itself is small. Consequently, the street plan of the City of Oja, which has to be fought over, is too fiddly and crowded for all the players to see clearly.

The pieces are made up of cards which have to be fitted into coloured plastic pillars, small pieces of cardboard which are so fiddly and liable to split that some of them failed to survive the first trial and full game.

But the rules were the main problem. *Coup D'Etat* seems to be another example of the current trend to market games before they have been worked out properly. The inventor may have understood it, but they don't seem to have employed testers to discover and iron out the snags.

We had a fairly high-powered

test team: the 14-year-old, who has been building his own computers for several years; his competitive 12-year-old sister; a cousin of 16 with seven good O levels; and a senior civil servant. On the sideline offering advice were the head of a history department and a couple of journalists. None of us could interpret all the rules.

The basic idea is clear enough, the game requires skill as well as luck, but the action constantly brought us to a point which the rules did not seem to get us out of.

"What they should have done", said the 14-year-old, "was run all the possible moves through a computer and get the right answer for the rules." The mandarin suggested that a systematic analysis of the situations moves could get you into would have been a suitable alternative.

In the end the kids said they enjoyed the game, but we will not be able to give it to them for Christmas because so many of the pieces have disintegrated.

Patricia Rowan

Continued on next page

Farmer George £3.75
Actionguide Ltd.

It might be disconcerting the first time you crash your tractor and have to miss a turn, but, otherwise, *Farmer George* is an excellent game for three to eight-year-olds—and interesting enough to prevent grown-ups succumbing to the temptation to read a newspaper between turns.

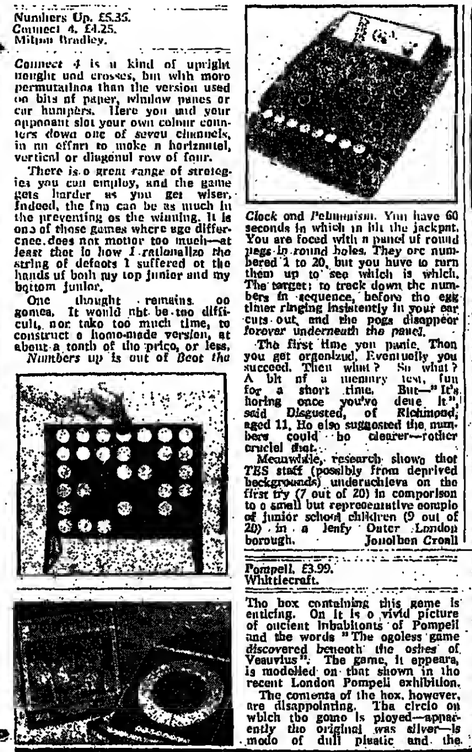
The board consists of four interlocking pieces, each quarter representing a farm with its farmer. Every farm has space for four jig-saw pieces, each bearing the picture of an animal, and the player's object is to complete his farm.

The jig-saw animals can be "bought" on a market square when a player holds five cards depicting a given animal—pig, horse, lamb or cow. The five cards are collected (and in some cases lost) according to indications on the board, so that if your tractor-counter lands on, say, a square showing three pigs, you acquire three pig cards.

The board and pieces are attractively designed in paintbox colours and each farm picture has a distinctive character; if you choose a red tractor and predominantly red farm you are a hunter, shootin' landowner, if the yellow, you are likely to have rickety buildings and rats in the barn.

The diagrammatic instructions are mercifully simple—too simple in one case; when the board decrees that all the other players must pay you a card, can you choose or is it the donor's decision? A knotty problem. Otherwise, I can heartily recommend this game to families with young children anxious to avoid the expensive rubbish on the market. Children love being responsible for their cardboard livestock and inadvertently spend a good deal of time counting.

Heather Neill



McKee

Numbers Up. £5.35.
Connect 4. £4.25.
Milton Bradley.

Connect 4 is a kind of upright noughts and crosses, but with more permutations than the version used on bits of paper, window panes or car bumpers. Here you and your opponent slot your own colour counters down one of seven channels, in an effort to make a horizontal, vertical or diagonal row of four.

There is a great range of strategies you can employ, and the game gets harder as you get wiser. Indeed, the fun can be as much in the preventing as the winning. It is one of those games where age difference does not matter too much—at least that is how I rationalize the string of defeats I suffered at the hands of both my top junior and my bottom junior.

One thought remains: no games. It would not be too difficult, nor take too much time, to construct a home-made version, at about a tenth of the price, or less.

Numbers up is out of *Beat the*

Clock and *Pelmanism*. You have 60 seconds in which to hit the jackpot. You are faced with a panel of round pegs in round holes. They are numbered 1 to 20, but you have to turn them up to see which is which. The target: to track down the numbers in sequence, before the egg timer ringing insistently in your ear cuts out, and the pegs disappear *forever underneath the panel.*

The first time you panic. Then you get organized. Eventually you succeed. Then what? So what? A bit of a memory test, fun for a short time. But—"It's boring once you've done it", said Disgusted, of Richmond, aged 11. He also suggested the numbers could be clearer—rather crucial that.

Meanwhile, research shows that *TES* staff (possibly from deprived backgrounds) underachieve on the first try (7 out of 20) in comparison to a small but representative sample of junior school children (9 out of 20) in a leafy Outer London borough.

Jonathan Croall

Inclination
Intrigue
Wiggins Teape. £3.25 each.

Inclination and *Intrigue* are moulded plastic games involving small plastic balls, a modicum of dexterity and no great skill. *Inclination* is a tilting board round which the balls move on the throw of a dice; a sort of Ludo combined with snakes and ladders. The balls leave the central pound—and return there to start again when landed on by another player.

Once out of the pound they progress round the board, their weight shifting the balance of the tilting table as they go. The tilting can make the balls run down short cuts or runs which go back towards the start or it can pitch them into little bunkers and out of play.

The trouble is that a heavy hand moving a ball can tip the board, pitching people into bunkers or down runs where, because the weight has then shifted, they stay once the player's hand is removed.

The result, in what is already rather a slow game, is plenty of potential for argument and accusations of cheating.

Intrigue is better. The balls sit round the rim of a circular stadium of concentric rings with notches in them. Each player moves a ring for his turn until one of his balls falls into a notch in the ring below. Any ring which effects the player's own ball can be moved in either direction.

There is as a result plenty of potential for fooling other people's plans and for putting their balls down the wrong shute at the end. Those who go down the wrong shute have to start again on the rim.

The only drawback seems to be that the rings stick a bit so that two can move together (again cries of deliberate cheating but easier to deal with in this game). The manufacturers appear to have been aware of this hazard since they say a little oil will help. It didn't—but the sticking was not bad.

Auriol Stevens

Pompeii. £3.99.
Whittlecraft.

The box containing this game is enticing. On it is a vivid picture of ancient inhabitants of Pompeii and the words "The ageless game discovered beneath the ashes of Vesuvius". The game, it appears, is modelled on that shown in the recent London Pompeii exhibition.

The contents of the box, however, are disappointing. The circle on which the game is played—apparently the original was silver—is made of dull plastic and the counters on which the numbers one to 15 appear are ordinary.

To play, the counters are shaken on to the central area of the board. Only those with the numbers upward are used. The idea is to fill the 12 compartments on the board using all 15 counters or to achieve the lowest possible score when the numbers in the unfilled compartments and the unused counters are totalled.

The game is obviously going to appeal to the mathematically inclined adult or child rather than number-haters or the innumerate.

The Royal Game of Goose (5-adult).
Galis. £2.15.

The Royal Game of Goose, produced by James Galt and Company, is an attractively designed board game which made its first appearance in England in about 1725.

Goose playing pieces are advanced along stepping stones by a throw of the dice. Forfeits and rewards are indicated on various stones scattered along the 63-step route. Must make sense. For example, you lose one out of your eight counters when you land on a bridge and pay the toll to cross it.

You have another—for "refreshment"—when stopped at the Inn. But it is difficult to convince five-year-olds that there is a good reason why they have to lose two turns when they reach a well.

Dice, shaker and playing pieces are well made. Instructions are clear. The game takes about 20 minutes with three players.

Stephen Cohen

These games can be bought in most major toy and games shops. The prices are the recommended retail prices and therefore exclude VAT.

Naval birds

Prince Philip thinks that Wrens are "a very special breed of Naval bird", unlike the much quoted chief petty officer who thought that "of all the terrible things that terrible war has done, these terrible women are the terriblest".

You can make your own judgment at the *WRNS 1917-1977* exhibition which opened recently at the National Maritime Museum and continues until Easter. The exhibition contains displays of photographs and items tracing the history of the Wrens as well as recorded music and sounds. Uniforms, trophies and a ship's bell will be among the exhibits.

The National Maritime Museum is at Greenwich, London SE10, telephone 01-858 4422.

The British Esperanto Association says it has had a large number of requests for textbooks and information on well as in-service courses for teachers.

It has, therefore, set up a schools and colleges information unit to provide information and advice, to put people in touch with speakers on Esperanto for adults or children, and to offer access to literature and course information.

For further details contact the Esperanto Teachers Association, 140 Holland Park Avenue, London W11 4UB.

Up-market maps

Some of us find it difficult to imagine spending £9,000 on an atlas but others do not, and it is to the latter category of, presumably, enthusiasts, that *The Map Collector* addresses itself.

The publishers view this as "a combination of magazine and picture encyclopaedia, which builds up into a major reference work for all interested in early maps and their origins".

This major work will at first be published quarterly, although the publishers feel confident that it will soon become a monthly event. The annual subscription is £15.

Information from The Map Collector Publications Ltd, Church Square, 48 High Street, Tring, Hertfordshire.

Geology calendar

The Nationwide Geology Club, which runs field trips and supplies geological equipment, has published its calendar of events for 1978.

These include about 20 field trips, running for between two and seven nights and costing between £7 and £45 for youth hostels, food and transport. Fares between home and the centres are not included.

Field trips are always led by a geologist and areas visited are chosen for geological variety.

Further information from the National Organiser, Nationwide Geology Club, 25 Hornbeam Close, Sheffield.

Koroseal have two new types of photographic storage sheet. These are a PVC sheet for storing up to 16 slides, and one for filing 35mm negative filmstrips. They are sold in boxes containing 20 sheets, which cost £7.55 a pack including VAT and postage. Orders over £100 get discount.

Further details from Koroseal Trading Co Ltd, 225 Southwark Bridge Road, London SE1 0DN.

Quick hand and slow hand

Apparently quite a few children cannot tell the time, even at ages like twelve and thirteen. Timex have produced a set of nine full-colour posters, with teaching notes.

Clocks through the ages

Sets of posters cost £1.80 each. *Timex Poster Offer, The Schools Government Publishing Co Ltd, Darby House, Bletchingly Road, Merstham, Redhill.*

Pottery and school parties

The Gladstone Pottery Museum at Stoke-on-Trent, which preserves and displays the history of pottery making and the Potteries, is offering new facilities for school visitors.

For a limited period, teachers bringing school parties can book sessions at the museum's workshop when the classes can work with clay. There is no extra charge for pottery making sessions. (Details from Muffi Pax.)

As a long term amenity the museum staff have devised four sample worksheets suggesting suitable questions for different age groups.

The Gladstone Pottery Museum is in Uttoxeter Road, Longton, Stoke-on-Trent.

The Museum of London's Christmas lecture this year will tell the story of children's books "From Chapbook to Puffin". It takes place at 2.30 pm on December 29 and 30, and tickets are not needed. The Museum of London is at London Wall, EC2.

Colour guides

Winsor and Newton have now produced a guide to their new alkyd colours, which are compatible with oils. The guide offers suggestions on techniques, a colour listing, pigment descriptions and permanence ratings.

The main advantage of alkyd colours is said to be that they dry very much more quickly. Paintings can be varnished in a month, rather than twelve months as for normal thickness oil paint.

The guide is available free from Winsor and Newton stockists.

Winsor & Newton Ltd, Wealdstone, Harrow, Middlesex

F. C. Curtis produce a wide range of materials for teaching about safety in the home and on the road. These include slides, 16mm films, OHP transparencies, magnetic boards with accessories, and flannelgraphs. Many topics relate to all age groups.

A free catalogue is available from F. C. Curtis Ltd, 6 Alfreda Place, Lytham St Annes.

HAVE YOU SEEN ANY GOOD FILMS LATELY?

Gateway Hire Library has over 300 Educational Films

The Gateway Educational Film Hire Library contains more than 300 16 mm sound films all produced in collaboration with subject experts.

If you want a service which will provide you with 16 mm sound films – easily and quickly – on the day you wish to show them – at a price you can afford – the Gateway Film Hire Library can help you.

Write and ask for the Gateway catalogue of audio visual materials, and we will include Booking Forms so that you can take advantage of the service provided by the Gateway 16 mm Film Hire Library.

SPECIAL OFFER: *If you attach this advertisement to your booking we will allow a 10% discount.* Offer Closes 31.3.78

GATEWAY FILM HIRE LIBRARY, Beaconsfield Road, London NW10 2LE. Tel. 01 451 1127

A Member of the Rel. Films TOL Group of Companies

TALKBACK

Heads and Taylor

D. L. Bailey

Last month I attended a one-day conference at the University of Birmingham on "Governing schools: has Taylor the right answer?" It was a misleading title, and Tom Taylor, the main contributor, emphasized that its prescriptive implications were unfounded.

He claimed that his report was a consultative document, aimed more at identifying principles and developing attitudes than at being a firm basis for imminent legislation. After consultations, he envisaged a four-year process of implementation, leading to a "new partnership in education".

Because of the provocative nature of the issue of what controls schools, I anticipated frank discussion and articulate criticism, and was not disappointed. However, my overwhelming reaction was one of sadness and isolation. As an ex-head teacher I had hoped to be stimulated by fellow teachers representing a wide range of views.

But opposition to Taylor was almost total. A typical contribution "thought worthy of" applause was made by a head who said: "Of course I want parents in my school, so that I can tell them what I'm doing!" He went on to bemoan the low level of response of parents to invitations to his school.

Throughout the conference there was a great deal of reference to professional competence and expertise—particularly in the area of curriculum planning and development. This was invariably in the context of "us" and "them" as regards teachers and parents.

The attitudes were protective and fearful, and could in no way be interpreted as laying a foundation for a "partnership". My attempt to remind the assembly that there was now enough research evidence to convince even the most sceptical that schools came a poor second to homes as educational influences, met with thunderous silence.

The walls around the "secret garden" of the curriculum were well patrolled here; there seemed to be an almost complete lack of humility and respect for parents, and I wondered how typical of the profession we were.

One of the more successful jokes referred to the recent claim by Joan Sallis, a parent member of the Taylor committee to be "a professional parent" "whatever that means" added the speaker. I could not square this with my own view, that what is required is help to change the climate of opinion, whereby the status of responsible parenthood is raised.

Only when the homes and families of the learners are more adequately valued will our large investment in formal education become really worthwhile. What happens to children in schools is manifestly parents' business.

However, there was hardly the slightest hint, from the floor, of the home's tremendous capacity to pre-condition instructional learning, to act as an educative influence in its own right, or the need to increase parental prestige in the community.

A fuller and more active involvement of parents in curriculum planning and development would, at one and the same time, positively affect feelings of parental worth in the contributions they can make to the education of their children, and extend and develop the full nature of the professionalism of teachers, in leading the individual in the community to a fuller development of their potential.

I was therefore disappointed that the emphasis in the conference was on whether to implement Taylor, rather than on any vigorous and imaginative suggestions concerned with how to do so.

D. L. Bailey, a former head teacher, is now senior lecturer for curriculum studies, West Midlands College of Higher Education.

Art workshop

Mary Newland
Carol Wallklin

Our purpose was to provide children of eight to 11 who had shown evidence of a real interest in art a chance of three days of sustained art activities, helped by highly qualified art teachers and lecturers.

We needed to find the right environment and the right tutors for our pilot scheme. Somewhere where we could redress the normal time limitations for creative work for children—tutors who would all encourage exploratory work in depth and the coordination of eye, mind and hand alone and beyond the usual teacher expectation.

The site was Blackheath High School junior department. The head of the department, Jean Masters, was our organizing secretary. The five tutors were all practising artists and teachers. Two infant classrooms, outside the main building and in spacious and attractive grounds, were made available.

The presence of many trees, shrubs, wild humbled garden, old orchard, the roof tops and chimneys of Morden College provided visual stimulation. The rooms were cleared of school paraphernalia and filled with posters, still-life objects, plants and displays of reproductions and examples of children's work. We felt it essential to make the work areas visually exciting, and to minimize any aura of school.

We distributed a brochure to state and independent schools in south east London and parts of Kent. We also spoke to colleagues about our scheme. We disliked the phrase "artistically gifted", but had somehow to attract children who were really keen to work at art activities and not merely play. So we added the criteria of the ability to sustain their interest over a three day period.

The sessions were from 9 o'clock until three, with a lunch at midday. We decided to divide the children into two groups, 11 and above, 10 and below. The youngest member was barely eight, an eldest fifteen.

We offered activities in drawing, painting, printmaking, sculpture, clay modelling. We had one day at painting, printmaking, clay modelling with the older children; the younger ones had the same tutors all three days covering similar activities but for shorter periods.

This worked well, a structured day and the continuity of having the same tutors seemed to give the children confidence. We were amazed at their capacity for sustained work—five hours almost non-stop for three consecutive days is quite an achievement.

The older children were skilled in relaxing and starting work. They could have done with more time on one activity, enabling them to explore fully each medium, and to achieve work in greater depth.

Tutors and children coped with three days, and some sort of confidence was produced. It was evident they are ten or 11 that we can begin to see evidence of emerging artistic gifts. So many younger children show an exuberance and delight in art activities, given the media and encouragement.

Where the younger children at Blackheath showed quality was in their ability to sustain work, and to be absorbed in their activity. To see an eight-year-old tackling the problems of clay modelling and printmaking with such composure, colour matching with collage, and drawing from observation for long periods, was a revelation.

We hope to repeat our scheme next year, having learned much from our pilot project. We wonder about sponsorship. Can we encourage other areas in the country to start similar schemes?

The recipe for success seems to be thorough planning; structured programming; highly qualified and experienced tutoring; suitable premises, and above all the careful selection of children who would really benefit from such an intensive and specialized course.

Mary Newland is senior lecturer, Polytechnic of Central Lond; Carol Wallklin is visiting lecturer, H.E.A., and a graphic designer.

French in small groups

Pamela Jeans-Brown

Any group of thirty pupils is a mixed-ability group, however stringently you stream, sift or set, but the extremes become more obvious when real mixed ability prevails.

My first encounter with a first year class containing children with reading difficulties and children who were "grammar school material" made me realise that we were likely to encounter problems the further we progressed beyond "Bonjour, ça va?" towards the *terre promise* of past participle agreement (now partially deceased, thanks to government decree). I felt that a radical review of my own teaching methods was necessary if I were to do justice to the excellent material provided by *Eclair*.

I wanted to enable the children to participate orally in an organised situation without always relying on me to provide the stimulus, and since work in pairs always leaves someone isolated, if not ostracised, I decided that groups might be a possible solution. This would have the advantage of helping the more withdrawn child to integrate into a small social group, and give me an excellent interim stage between asking the whole class to answer and asking one individual.

Since the class was mixed-ability, I decided that each group should reflect this as far as possible, and I determined the personnel in each group, trying to ensure that children with reading difficulties were spread among the groups, and that all the extroverts did not end up together. It was also a splendid way of separating potential trouble-makers and wanting friends.

I set myself the first half-term to organise the system, and consulted with form staff once I had drawn up my provisional groups. For each group I chose a leader, who had impressed me by linguistic ability as well as personality, and who would be capable of starting the ball rolling in the group by asking questions.

Since I was not trying to create a hierarchy, I had to devise a task for each member of the group, so that she felt her role was important. This proved one of the most difficult problems, since once you've got a group leader, an assistant group leader (in case the group leader is away), someone to take the group register, someone to collect paper and someone to collect books, you are left with no jobs, and one child!

After half-term, group day was announced, and instituted with due solemnity. Group registers were issued, tables were rearranged—and I began my running battle with cleaners and gremlins (not to mention less-group-orientated colleagues), who moved tables back into rows the moment my back was turned.

There were a few trials and errors, but gradually a pattern has emerged. Lessons usually begin with early arrivals collecting group registers plus a workcard, and as others arrive, so they settle to and practice of a revision topic whose subject is set out on the workcard. Each group is engaged upon a different topic, but once I gave the signal, they return their work cards to my desk, and then we begin the part of the lesson which entails the whole class working with me.

They usually work for about 10 minutes like this, and then in their groups practise whatever point we have learned, running back together for more classwork and practice in groups. They do not move if they change from class to groupwork unless they are required to act as shopkeepers, waiters, barmaids so that furniture removal does not add to the noise level.

In their second year, reading and writing play a more important part in the course, and some children have found that they work more slowly than others. But the members of a group tend to help one another out with reading, just as they do when someone cannot answer a question.

With one of my classes, the system now works so smoothly that there are times when I feel almost superfluous as I move from one group to another. But when I begin to feel complacent, I remember the struggle I took to convince them I meant it when "No, you can't change groups" was my most repeated answer, when changing groups got so carried away that they refused to stop squealing at the newcomers, when trolleys and newcomers came to blows over the idiot, and when my poor attempts at illustrating a work card were greeted with a chorus of "Sir, Miss, what is it?" or with a loud "Don't tell me, I know!"

Is it worth it? I think that linguistically and socially it is, but I am glad that I have been able to learn from my mistakes, so that we don't all mind "le jeu au rugby" as the inspector walks in.

Pamela Jeans-Brown teaches in the modern languages department at Kidbrooke School, London.

Priorities for literature

Malcolm Yorke

I recently completed a research project into teachers' objectives in teaching literature to nine to 13-year-olds. A 90 item questionnaire was compiled, offering respondants first, purely literary objectives, and second, wider educational objectives which literature could be used as a means to achieve.

This was sent to teachers in the north-east of England with at least three years' experience of teaching the age range. Several suggested it was equally suitable for the 13 to 16 range, so additional comprehensive and public school samples were taken, and a small preparatory school one. Of the 380 schools contacted, 283 completed questionnaires (74 per cent).

There was near unanimity across these school samples. With minor variations, they share the same priorities when they teach literature. Nor do significant variations appear within the school sub-groups (men-women, specialists-non-specialists, "old"-"young", experienced-inexperienced).

In teaching literature for its own sake the teachers strongly endorse *objectives* which state the pupil should be able to derive pleasure of an emotional kind from reading, acquire long-term reading habits and positive attitudes towards books, and that books should be used in his free creative activities of all kinds.

Next comes pupils' ability to give an account in their own words of a book's main features and themes. Strongly rejected are objectives which suggest the pupil lists, quotes, recites or knows anything by heart.

Rejected, too, are encouraging the pupil to evaluate, classify, compare across periods or acquire a knowledge of critical techniques or basic literary concepts. Above all, knowledge about literature (authors' biographies, social backgrounds, a book's place in the development of British or Western literature) is dismissed.

In the second part literature is seen as a useful tool in advancing language skills in speech and writing, and improving vocabulary, spelling, and even punctuation. More widely, it helps pupils to develop personally and socially, so that they become tolerant of others' ways and views, and gain insight into their personalities, motives, problems and feelings.

Literature helps them understand social relationships, situations of choice and conflict, and enables them to safely encounter the ideas of war, loss, death and adulthood. It also offers guidance on moral standards, people's relation to their environment, and insight into other countries and historical periods. Finally, it affords means of relaxation, escape and emotional release.

Of equal interest are those educational objectives which are rejected, and where literature is seen as useless in achieving them. Equally objective with religious or political overtones is in this group.

It is not thought important that pupils have a factual knowledge of religious or political matters, or be interest in them, or be involved, have an active religious belief, be equipped to take an active part in political movements or discussions.

Malcolm Yorke is senior lecturer, teaching studies, Newcastle-Tyne Polytechnic.

More than two cultures

How do teachers respond to the needs of children whose backgrounds may be quite alien to them? J. Kelvyn Richards reports on the efforts of Sidney Stringer School in Coventry to provide a genuinely multi-cultural education

Consider our large secondary school in the centre of an industrial town in the Midlands, in a district of waste ground, nineteenth-century housing, tower blocks, and some low rise modern housing.

The district's population is about 18,000, most of whom are drawn from Ireland, Scotland, Poland, Greece, Italy, India, Pakistan, and Bangladesh, Uganda, Kenya, Malawi, Tanzania, Hong Kong, and the Islands of the West Indies.

The school has a population of about 1,600, of which 900 are Punjabi-speaking Sikhs, 200 are Gujerati-speaking Hindus, 100 are Muslims, from Pakistan, and Africa, 120 from the West Indies, 150 from Ireland, Scotland, and Poland, and 30 from Hong Kong. The rest are indigenous white children.

The school is concerned to foster multi-cultural education as a means of obtaining greater understanding and tolerance of the different racial groups. It attempts to do this through self-expression, consultation, and by considering the process of education.

Language is central to the expression of culture and identity. Young people and their parents are not only encouraged to speak English, but to learn and develop their mother tongues. For example, the school acts as the reception centre for recent immigrants; it helps to organize, in association with the local community education centre, classes where adults can come to learn English; it sends staff to visit the homes of such adults.

At the same time, pupils are able to study their first language as part of the school curriculum: Punjabi, Urdu, Gujerati, Hindi, as well as Russian, Polish, and French are taught to O level. At weekends, the classrooms are let to local community associations for the teaching of Punjabi and Gujerati.

The school premises provide a centre for the performance of the arts: the Asian Writers Conference, classical Indian music, Asian dance groups, concerts to celebrate religious festivals, West Indian bands, Rock groups, Irish dancing, community drama and travelling theatre groups.

In a situation where most of the pupils come from cultures that are alien to the teachers in the school, consultation is vital. Two members of staff, both Sikhs, are appointed as counsellors. Their job is to maintain contact between the parents and the staff, to help young Asians, and to advise the staff.

A system of home visiting has been developed to encourage constant links between parents and teachers. Parents' meetings are usually called at times that are convenient for parents rather than teachers. Successful meetings have been held on Sunday afternoons.

The multi-racial context means that teachers have to be aware of the processes of education, of the "how" as well as the "what". For example, it is necessary to deal equally with the various races that may be studied as part of a humanities course. It is no longer satisfactory to study "A Village in the Punjab" as something primitive or second class. The treatment has to be up-to-date and sympathetic—it is likely some of the pupils came from that village.

Most pupils are working in a foreign language—their second, or even third—whereas most of the teachers are working in the first language. This poses the problem of what is the most effective way of teaching the children in a second language. Sometimes it may be best to use the mother tongue, but it is always necessary to take account of the second language factor.

The English syllabus is seen as a language development programme, spanning five or six years. The other subjects taught should be seen as a programme of language across the curriculum.

It is here one has to tread carefully to avoid cries of second class education. Teaching of English may see such programmes as denuding their subject of its literary or literature content and must other subject teachers have never been expected formally to recognize and abide by the language structures and vocabulary that are relevant to other subjects.

Pupils and teachers at Sidney Stringer: 'it is always necessary to take account of the second-language factor'

Attempts to foster good relations between different racial groups have not been limited to the school. They have extended our into the community at large. Community work with the local neighbourhood has included social gatherings for Indians, Europeans and West Indians, talent contests for all, meetings with resident groups to discuss topics of common interest such as playgrounds and play schemes, and the organization of events such as plays and exhibitions.

Clearly this school has operated across a wide front in an attempt to foster multi-cultural education. But, and this is the crux of the matter, we must not only consider the actions of the school, but also the effects of these actions.

If a school works with the local communities, then it becomes subject to a conflicting range of demands, and is judged by a new set of values. The school must be more aware of its public image. For example, many Punjabis think their young women are being corrupted too "westernized". It may be that there are female members of staff that strongly sympathize with these young women in their attempts to emancipate themselves.

It is certain, however, that the school—if it is to continue to work with the various racial groups—cannot explicitly encourage these young women to reject or question the values of their parent community. The school *must be seen to be trying to reconcile the* parents and the children.

The ambivalent position of the school is once clearly illustrated if we consider careers guidance and placement. Many young Asians and West Indians aspire to jobs in the Civil service, local government, or the professions. They are concerned to stay on at school, or to go to a college of further education, and gain as many qualifications as possible.

On the other hand, careers teachers strongly advise these people to get a job, and to obtain training on the factory floor or an office; and criticize them for having aspirations beyond their abilities. Perhaps teachers must recognize that it is in the factory and the office that "colour bar" and racialist sentiments are most openly expressed. We must counsel more carefully.

We had 320 leavers in the summer of 1976. By December, 100 had got jobs or were on training courses, 120 had gone into further education—a college or a sixth form—and 100 were wholly unemployed.

Of the employed, 80 were white; of those in further education, 100 were Asian; of the unemployed, 80 were Asian or West Indian. A recent visit to a training centre for engineering apprentices revealed that, out of about 60 technician and craft apprentices, only two were Asian. None was West Indian.

What are we really doing? Schools profess their aim to be equality of opportunity for all, and yet guide these non-white pupils into factory and office, where they are not really wanted. The factory owners say they welcome all, and yet employ predominantly white workers.

The multiracial communities demand the best of British education, and yet refuse to recognize that an inevitable consequence of this will be the "westernization" of their young people.

J. Kelvyn Richards is director of multi-cultural education, Sidney Stringer School and Community College, Coventry.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.

Appointments vacant

Nursery Education
Headships 26
Deputy Headships Senior Masters/Mistresses 26
Other Appointments 26

Primary Education
Headships 26
Deputy Headships Senior Masters/Mistresses 31
Heads of Department 31
Scale 2 Posts 31
Scale 1 Posts 31
Appointments in Scotland 32

Middle School Education
Headships 32
Deputy Headships Senior Masters/Mistresses 32
Art and Design 32
Modern Languages 32
Other than by Subject 32

Secondary Education
Headships 32
Deputy Headships Senior Masters/Mistresses 32
Remedial Posts 33
Art and Design 33
Careers 33
Commercial Subjects 33
Domestic Subjects 33
English 33
Geography 34
History 34
Humanities 34
Mathematics 34
Modern Languages 35
Music 35
Pastoral 36
Physical Education 36
Religious Education 36
Rural Studies 36
Science 36
Social Studies 37
Speech and Drama 37
Technical Studies 37
Other than by Subject 39
Appointments in Scotland 40

Sixth Form and Tertiary Colleges
Deputy Headships Senior Masters/Mistresses 40
Heads of Department 40
Scale 1 Posts 40

Special Education
Headships 40
Deputy Headships Senior Masters/Mistresses 40
Heads of Department 41
Scale 2 Posts 41
Scale 1 Posts 41

Independent Schools
Headships 41
Art and Design 41
Classics 41
Commercial Subjects 41
Economics 41
English 41
Mathematics 42
Modern Languages 42
Music 42
Pastoral 42
Science 42
Technical Studies 42
Other than by Subjects 42

Preparatory Schools
Headships 42
Geography 42
Mathematics 42
Music 42
Science 42
Other than by Subjects 42

Colleges of Further Education
Directors and Principals 42
Heads of Department 42
Other Appointments 43

Colleges and Departments of Art 44

Polytechnics 45

Universities 45

Fellowships, Studentships and Research Awards 45

Colleges of Higher Education 45

Adult Education 45

Community Homes and Associated Institutions
Headships and Deputy Headships 45
Other Appointments 46

Youth and Community Service 46

Overseas Appointments 48

Administration
Local Education Authority 49
General 49

Educational Psychologists 50

Examiners 50

Librarians 50

Miscellaneous 50

Outdoor Education 52

English as a Foreign Language 52

Appointments wanted 52

Other classifications

Public Notices 52
Educational Courses 52
Awards and Scholarships 52
Personal
Announcements 53
Exhibitions 53
Entertainments 53
For Sale and Wanted and Postal Shopping 53
Holidays and Accommodation 53
Home Exchange Holidays 53
Partnerships 53
Properties for Sale and Wanted 53

Nursery Education

Headships

BERKSHIRE
THE LAWNS NURSERY SCHOOL
Earley, Reading, Berks.
Required to April 1978 HEAD for this welcomed relative (Grade 3) Nursery School of 60 places (3½ hours) with full time (mid-day) Lunch (Free allowance £480). Lodging allowance and removal expenses scheme in operation.
Forms and further details from District Education Officer, Education Offices, Anne Heal, Windsor SL4 3LU. Closing date 23 January.

Deputy Headships Senior Masters/Mistresses

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
STANGROVE PARK C.P. INFANTS' SCHOOL
Park View Close, Edenbridge (Group 2) Nursery (Age 3-5) 80 (mixed) places.
TEMPORARY TEACHER required from January 1978 for one term only to run the Nursery Unit as an integral part of an open-plan Infant School. Trained nursery teacher, if possible.
Apply to Headmistress (Telephone Edenbridge 4260).

Other Appointments

BRENT
(London Borough of)
ST. MARY'S C.E. JUNIOR MIXED AND INFANTS' SCHOOL
(Group 1, 4-11 years)
(Roll 240)
(Voluntary School)
Required from Summer Term 1978.
Experienced NURSERY TEACHER to be responsible for a new 30 place unit, which is due to be opened April 1978. The successful applicant would be involved in open-plan and will play a major part in the initial stages, which is being built adjacent to the existing school. Supporting Communicant preferred. A house is available for a suitable applicant.
Application forms (S.A.E.) obtainable from Director of Education, P.O. Box No. 1, Chalgrove House, 1 Park Lane, Wembley.

ilea
Inner London Education Authority

For teaching posts in Inner London
See page 38

HAO 7RH, returnable to the Headmistress within 10 days.
London Allowance of £466 per annum is payable and this is a scheme for resettlement with removal expenses including legal fees, etc., travelling and housing allowances.

NEWHAM
(London Borough of)
NURSERY SCHOOLS
SCALE 2-3 POSTS
(Headvacteemed)
Required April, 1978
Pre-School Home Visiting TEACHER, Scale 2-3.
Applications are invited from experienced NURSERY or INFANT TEACHERS for this new post.
The main duty of the home visiting teacher will be to support the educational process in home through a planned programme of activities and language for children in a pre-school age which will prepare them for school. Experience of working with children and parents of several origins would be an advantage.
Starting Salary, plus London Allowance £402.
Further information may be obtained from Mrs L. Kennedy, Head, Nursery Education Office, Wellington Road, London E7 9HP.
Application forms from the undersigned to whom they should be returned by December 23, 1977.
Mr. J. Wilkins, Chief Director of Education, Education Offices, Broadway, Stratford, London E15 4QR.

Primary Education

Headships

BERKSHIRE
NEWBURY COUNTY PRIMARY SCHOOL
Hilltop, Newbury, RG14 6QB
Required April, HEAD TEACHER (Group 4) to run this 2-form entry school.
Application forms and further details from District Education Officer, 30 Broad Street, Newbury RG14 5BX. (S.A.E.).
Applications to be received as soon as possible but not later than 3 January, 1978.

BERKSHIRE
TOOKER GLEN C.E. (CONTROLLED) PRIMARY SCHOOL
Blatchford Lane, Cookham Dean
HEAD required in April, 1978 for this Group 3 (5-11) school. Roll 120 plus. London Fringe Allowance £480. Lodging allowance and removal expenses scheme in operation.
Forms and further details from District Education Officer, Education Offices, Anne Heal, Windsor (S.A.E.). Closing date 23 January.

BOLTON
METROPOLITAN BOROUGH
LORD ASHBY COUNTY PRIMARY SCHOOL
Harwich
HEAD TEACHER (Group 4) required from 1st May, 1978.
Application forms and further particulars available from Director of Education, P.O. Box 53, Paderiewski House, Civic Centre, Bolton BL1 1JW, whom completed forms should be returned not later than 23rd December, 1977.

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
DUNSTAN COUNTY FIRST SCHOOL
Chalfont Lane, Gerrards Cross, Bucks.
Group 2
Number on roll: 60 boys and girls
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this Group 2 school for children aged 4 to 8. The post is vacant from April, 1978. London Fringe Area Allowance of £480 per annum payable in addition to Burnham salary. Removal expenses up to £130 payable in deserved cases.
Further details and application forms available on receipt of stamped addressed envelope from the Divisional Education Officer, 86 London Road West, Amersham, to whom completed forms should be returned by 23rd December, 1977.

CAMBRIDGESHIRE
CAMBRIDGE AREA
ST. ANTHONY INFANTS' SCHOOL
Cambridge
Group 2
Applications are invited for the HEADSHIP of this school which will become vacant at Easter, 1978 on roll 225.
Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge. CB3 0AP. (S.A.E. please) returnable by 19th December, 1977.

CAMBRIDGESHIRE
WISBECH AREA
THE HAVEN JUNIOR SCHOOL
Harecroft Road, Kirkbach, Cambs.
Group 3
Roll 297
Vacancies for January, 1978.
Applications are invited from well qualified and suitably experienced candidates for the above-mentioned post which becomes vacant at the end of Spring Term, 1978.
Further details and application forms available from the undersigned to whom they should be returned by December 23, 1977.
Mr. J. Wilkins, Chief Director of Education, Education Offices, Broadway, Stratford, London E15 4QR.

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
DAVIES COUNTY FIRST SCHOOL
Broadway, Chesham, HP5 3PA
Group 4
Number on roll: 190 boys and girls
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this Group 4 school for children aged 4 to 8. The post is vacant from April, 1978. London Fringe Area Allowance of £480 per annum payable in addition to Burnham salary. Removal expenses up to £130 payable in deserved cases.
Further details and application forms available on receipt of stamped addressed envelope from the Divisional Education Officer, 86 London Road West, Amersham, to whom completed forms should be returned by 23rd December, 1977.

CAMBRIDGESHIRE
WISBECH AREA
MANEA C.P. SCHOOL
Station Road, Kirkbach, Cambs.
Group 3
Roll 297
Vacancies for January, 1978.
Applications are invited from well qualified and suitably experienced candidates for the above-mentioned post which becomes vacant at the end of Spring Term, 1978.
Further details and application forms available from the undersigned to whom they should be returned by December 23, 1977.
Mr. J. Wilkins, Chief Director of Education, Education Offices, Broadway, Stratford, London E15 4QR.

DEVON
MIDDLETON COUNTY PRIMARY SCHOOL
Middlemow, Okehampton, Devon
(Group 3)
Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this Group 3 Primary School. To commence in April, 1978.
Application forms and details (stamped addressed envelope) from County Education Officer, Civic Centre, Barnstaple, returnable to him within 14 days.

DEVON
EXMOUTH, ENGLISH ROAD COUNTY JUNIOR SCHOOL
Applications are invited from suitably qualified persons for the post of HEAD TEACHER (Group 3) of this school for children aged 7 to 11. The post is vacant from April, 1978. London Fringe Area Allowance of £480 per annum payable in addition to Burnham salary. Removal expenses up to £130 payable in deserved cases.
Further details and application forms available on receipt of stamped addressed envelope from the Divisional Education Officer, 26 London Road West, Exmouth, to whom completed forms should be returned by 23rd December, 1977.

DORSET
WEYMOUTH COUNTY INFANT SCHOOL
Weymouth
HEADTEACHER (Group 4) required from September, 1978.
Assistance with removal and legal expenses.
For application form (to be returned by January 6) and further details, send foolscap S.A.E. to Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

DURHAM
COUNTY COUNCIL
Applications are invited for the HEADSHIP of the following school:
HETHELL GENE HOUSE JUNIOR MIXED
Group 3
Application forms and further details (returnable by 6th January, 1978) obtainable from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UZ, on receipt of a stamped addressed foolscap envelope.

EALING
HAVELOCK FIRST SCHOOL
Havelock Road
(5-9 years) (Group 2)
Roll 210 (Mixed)
Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this new 3 form entry First School with an attached nursery unit. The school will be closely associated with a Community Project on the same site.
The successful candidate will be invited to take up his/her appointment in April, 1978.
Further details and application forms (S.A.E.) from the Chief Education Officer, Education Office, Hanbury House, 25 Uxbridge Road, Ealing W5 5SA.
In exceptional cases, subject to conditions, assistance may be granted for travel fees for house purchase, removal expenses, temporary accommodation and expenses while looking for accommodation.

Classified Advertisements

The charge for advertising in all classifications is 75p per line (minimum 3 lines).
Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £82.65).

A charge of £1 is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.
Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

cation Offices, Tomhill Close, City Road, Peterborough, PE1 1UQ (S.A.E. needed to whom they should be returned by 30th December, 1977.

DEVON
MIDDLETON COUNTY PRIMARY SCHOOL
Middlemow, Okehampton, Devon
(Group 3)
Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this Group 3 Primary School. To commence in April, 1978.
Application forms and details (stamped addressed envelope) from County Education Officer, Civic Centre, Barnstaple, returnable to him within 14 days.

DEVON
EXMOUTH, ENGLISH ROAD COUNTY JUNIOR SCHOOL
Applications are invited from suitably qualified persons for the post of HEAD TEACHER (Group 3) of this school for children aged 7 to 11. The post is vacant from April, 1978. London Fringe Area Allowance of £480 per annum payable in addition to Burnham salary. Removal expenses up to £130 payable in deserved cases.
Further details and application forms available on receipt of stamped addressed envelope from the Divisional Education Officer, 26 London Road West, Exmouth, to whom completed forms should be returned by 23rd December, 1977.

DORSET
WEYMOUTH COUNTY INFANT SCHOOL
Weymouth
HEADTEACHER (Group 4) required from September, 1978.
Assistance with removal and legal expenses.
For application form (to be returned by January 6) and further details, send foolscap S.A.E. to Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

DURHAM
COUNTY COUNCIL
Applications are invited for the HEADSHIP of the following school:
HETHELL GENE HOUSE JUNIOR MIXED
Group 3
Application forms and further details (returnable by 6th January, 1978) obtainable from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UZ, on receipt of a stamped addressed foolscap envelope.

EALING
HAVELOCK FIRST SCHOOL
Havelock Road
(5-9 years) (Group 2)
Roll 210 (Mixed)
Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this new 3 form entry First School with an attached nursery unit. The school will be closely associated with a Community Project on the same site.
The successful candidate will be invited to take up his/her appointment in April, 1978.
Further details and application forms (S.A.E.) from the Chief Education Officer, Education Office, Hanbury House, 25 Uxbridge Road, Ealing W5 5SA.
In exceptional cases, subject to conditions, assistance may be granted for travel fees for house purchase, removal expenses, temporary accommodation and expenses while looking for accommodation.

HERTFORDSHIRE
COUNTY COUNCIL
MID. HERTS. DIVISION
HONEBOURNE ST. MARY'S J.M.I. (VOLUNTARY CONTROLLED)
Newgate Street, Nr. Hertford
Group 2
Applications are invited for the headship of this 2-class village school, now vacant following the retirement of the Headmaster.
(30 on roll)
For application form and further details, apply to the Divisional Education Officer, 9 Museum Road, Welwyn Garden City. (Stamped addressed envelope please).
HAYCROSS JUNIOR SCHOOL
Blackbirds Road, Welwyn Garden City
Group 2
HEAD required for Summer Term, due to retirement of the present Headmaster. 2-form entry with 249 on roll. This school first opened in 1971, and is situated in pleasant grounds, which include an infant school.
For further details and application forms (S.A.E. please) apply to the Divisional Education Officer, 9 Museum Road, Welwyn Garden City. (Stamped addressed envelope please.)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Appointment of HEAD TEACHER
DOVER DIVISION
NUNNINGTON C.E. (CONTROLLED) PRIMARY SCHOOL
Group 2. Roll, 67
Applications are invited for the post of Head Teacher from Easter 1978.
Application forms and further details (S.A.E. please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover, to whom they should be returned by December 23, 1977.

TONBRIDGE AND MALLING DIVISION
JOHTHAM COUNTY PRIMARY SCHOOL
Group 3. Roll, 101
Appointment to take effect from the Summer Term 1978. Application forms and further particulars from Divisional Education Officer, 170 High Street, West Malling, Maidstone (S.A.E. please). Completed forms should be returned by December 23.

LEICESTERSHIRE
HEADSHIP
KIBWORTH BEAUMONT PRIMARY SCHOOL
Leicester
ROAD
Approximately 200 children. Group 3. Vacancy due to retirement of present Head to Easter Term 1978.
Applicants should be practising Communicant members of the Church of England. Candidates are invited to send for details.

CONTINUED ON PAGE 31

NORFOLK COUNTY COUNCIL
Education Department

HEADS
required for

(1) Brockdish V.C. Primary School, Near Diss (Group 1)

(2) Norwich Cavell First and Middle School (with Nursery) (Group 6)

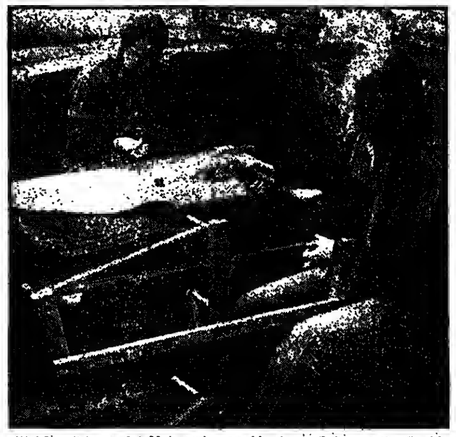
Application forms and further details ONLY by sending a stamped, addressed foolscap envelope to the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL.

Closing date 3rd January, 1978.

Removal expenses are payable in accordance with the Authority's scheme.

EXTRA

Hobbies and handicrafts



Welsh quilting and tickle weaving outside the workshop at the Gwnich Llaw y Werin Crafts School. *Photo: CoSIRA.*

Centres of skill

Shirley Toulson suggests some craft courses

Jeremiah and Judith Hoad, are doctors' teachers of art and craft, who left suburban Kent some 10 years ago, to make their home and to bring up their family in a remote village in central Wales.

The first, purely local, consequence of their decision was to save the local village school by increasing the number of children who attended it by almost a quarter. The roll now stands at 13.

The second, which has a more wide-reaching effect, was to set up a centre for the teaching of painting, calligraphy and rural crafts, in work rooms designed and built by their own labour and attached to the old Welsh farmhouse, which they found in ruins and have now restored as their home.

The craft courses that they run are specifically designed for beginners; and they are ideal for any teacher who wants to add a new craft skill to a teaching repertoire. Throughout the summer months, the students can choose whether to camp, stay on a caravan site, or more luxuriously bed and breakfast in one of the local farms or hotels.

In the winter the courses at the Hoads' centre are linked with special arrangements at the Glanrannell Park Hotel, Crugybar, Llanwrdo, Dyfed (Talley 230). The main plans for this winter are based on several weekend courses, including Welsh quilting (January 6 to 8 and February 17 to 19), spinning (January 20 to 22 and February 10 to 12) and bread baking, using the traditional methods and wood-fired ovens (February 3 to 5 and March 3 to 5). A few mid-week courses are also being arranged for January, February and March.

Although they obviously have to plan ahead, the Hoads do not allow themselves to be ruled by dates, and they are prepared to make any possible arrangements to meet the needs of individual inquirers. They also are prepared to bring lectures and demonstrations of Welsh crafts to any school or organization throughout the United Kingdom. Their address is: Wernfeudwy, Pfarmers, Llanwrdo, Dyfed SA19 5PJ.

It is a long way (and I do not just mean in miles) from the Hoads' Welsh farmhouse to the aristocratic elegance of Mr Edward James's former home near Chichester, in Sussex. This early nineteenth-century mansion, standing in some 6,000 acres of farm and woodlands, including a 70-acre arboretum, is now known as West Dean College. At a professional, vocational level it runs courses in the restoration of antique furniture and clocks; and it houses a tapestry studio, currently engaged in work on wall hangings designed by Henry Moore.

The other aspect of the work of the college is the organization and running of craft courses. One of these, the making of musical instruments, is specifically designed for classroom teachers; and for this course the principal, Mr John Lowe, likes to keep a balance in numbers between teachers of craft and teachers of music. (See Pete Levi's article on page 27.)

Residence in the house is provided on all courses, although it is possible to attend as a day student. The 1977 prices for full residence are: weekends £23; five-day courses £54.50; and 10-day courses (including the weekend) £130.

The courses offered are of three types. The professional courses; short courses specially designed for amateurs and beginners in a range of crafts including silversmithing and jewellery, bobbin lacemaking, wood and stone carving, embroidery, weaving and textile printing, cane seating, calligraphy, bookbinding, wrought-iron work and flint walling; and semi-professional courses in an equally diverse range of crafts.

This third type of course is likely to be of most interest to teachers who want to extend their craft skills. For this reason these are usually planned to take place during holiday periods, when teachers can be free to work with professional craftsmen on highly specialized processes.

One factor links the craft teaching in Sussex with that of mid-Wales: Like the Hoads, Mr Lowe is convinced of the importance of the inter-action between nature and craft. This is obvious in the case of those crafts, such as wood-carving, which make use of natural materials; but Mr Lowe believes that even in an urban and highly sophisticated culture, an understanding of nature is essential to a proper appreciation of the laws of design.

All the courses at West Dean are booked up well in advance. It is best to apply to be put on the college's mailing list for notification of future events and to make plans well in advance. The address is West Dean College, West Dean, Chichester, Sussex PO18 0QZ (Singleton 301).

Starting young

By Gillian Thomas

Felt-tipped pens, paint, lashings of paper. Young children spontaneously take up their first hobby as soon as they are presented with the materials. These first steps build children's confidence in their own abilities. All they need are some bright primary colours to feel their way into the world of art.

When moving on to other craft ideas, children can easily be put off for life if their introduction is too complicated. They need the hope of quick success.

This is perhaps the biggest tip which teachers can pull from kits. A wide selection is now on the market, based on the simple presentation of even the most potentially complicated crafts and an end product which children will want to keep afterwards.

As Glen Smith of the Children's Research Unit points out: "children today get more things pretty easily, so they need good motivation to produce something for themselves".

With manual dexterity in printing comes the need to produce a definite picture. Here the introduction of other craft materials like stencils has increased the possibilities enormously. Celt have good selections of these for use with paint—alphabetical, numerical and general ones (animals, etc). In the Invicta range are plastic shapes good for drawing round. Similarly Philip and Tacey have a variety of templates as well as rubber stamps for outlines.

Children who are keen to develop their painting skills with or without supervision are offered an enormously wide selection of activity packs. Most are designed to enable them to produce the final work of art quickly and satisfactorily even without any great creative gifts.

Remus, Goinsborough Press, 3/4/5 and Reeves all love simple painting kits. Airfix with their "paint by numbers" range are trying to encourage even the very

continued overleaf

The Fulham Pottery

Everything for the Pottery Teacher and Student

We have a considerable range of equipment & materials in stock at our Fulham & Tonbridge (Kent) showrooms – all "value for money" products.
Our prices include packing & delivery charges which will simplify your calculations when ordering.
We have a FREE technical advisory service.
We have an efficient delivery service to anywhere in the U.K.
We have a commissioning, maintenance and repair service for all kilns & wheels.

ColdClay

The perfect introduction to clay craft. No kilns, safe to use, can be re-constituted. This unique, self-hardening clay is a most economical way of teaching pottery.

Pottery Work Cards

Step by step, easy to follow, full-colour sets of 32 cards is the simple and informative way to teach pottery. A genuine aid for every craft teacher.

Please write for our Free Catalogue & Technique Notes – no craft teacher should be without them.

The Fulham Pottery Ltd
Department B4
210 New Kings Road, London SW6 4NY

Winner of the CRAFTS magazine award for the best craft book published between September 1976 and September 1977

Hand Weaving and Cloth Design

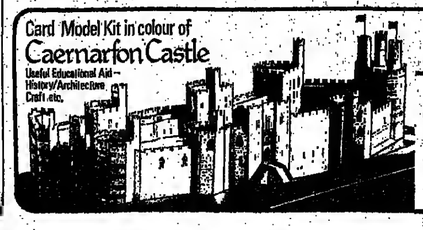
Marianne Straub

'Clarity is the quality that jumps from each page; it is found in her concise, clear sentences, which convey so much in a deceptively simple style, in her really beautiful fine-lined drawings, and especially in her cloth construction diagrams.'
Weavers Journal

'A good general introductory book.'
Sunday Times Magazine

£5.75. Pelham Books

Card Model Kit in colour of
Caernarfon Castle
Useful Educational Aid – History/Architecture Craft etc.



This model has been developed with the co-operation of the Ancient Monuments Department Cardiff and in Conjunction with the Department of Environment to ensure its accuracy and attention to detail.
1:250 scale – base size 11½"x 28½".

Complete in BLOCK CAPITALS and send to:-
Delsons & Crowther Ltd. Llangollen, Clwyd, N. Wales. LL20 8AE.
Please send me ..... model kit(s) of Caernarfon Castle at £1.95 per kit inc. VAT & P+P (Europe extra).
Enclosing Cheque/Postal Order/Cash for £ .....
Cheques payable to Delsons & Crowther Ltd. (Co Reg No. 1072168).
Name .....
Address .....

Driving them up the wall

Owen Surridge on a novel form of climbing instruction for Londoners

Climbing practice in North London sounds an unlikely proposition. It happens, none the less. Every week some 50 people savour the delights of roping-up and belaying, abseiling and prusicking at the Michael Sobell Sports Centre in Islington, where a special wall has been built to train climbers, along with the adaptation of another in an adjoining corridor.

So for this training has been confined to evening sessions for adults and a few interested youths. This autumn the centre is offering it to schools for the first time and it expects a fairly heavy demand.

The walls are of two kinds. One is a normal brick structure but dotted with chunks of rock that would puzzle the uninitiated were it not for an adjacent outcrop of concrete, suitably dimed and knobbly with rocks to provide hand-holds and footholds for those with an urge to get to the top.

This focu stands in the main sports arena, rising to some 28ft and measuring 40ft across. It is n much more complex structure than it looks. To the cognuscenti it offers opportunities for climbing techniques ranging from the simplest to the most advanced. There are fissures for groping fingers or toes and a chimney (a vertical opening in the face that is wide enough to admit a body) up which the skilled can clamber with no obvious means of support.

Three courses are offered—for beginners, the intermediate and the advanced—and these are topped off with risits to real Welsh crags as a reminder that the wall, which built under the guidance of experienced mountaineers, is only an imitation of reality, without weather, that uncomfortable third dimension that can confound difficulty ratings and tax the stamina even of the fittest.

After a shaky start—the first course drew only nine applicants when it opened in May last year—the attraction of the wall now keeps instructor Barry Franklin busy three evenings a week. He makes no bones about the limitations of an artificial wall.

"It is like teaching someone to drive on a private road", he says. But he does find it a very good starter and, from his point of view, an eye-opener to the character and stamina of his charges, both important factors when he takes them on their first trip to a real rock-face.

In the early stages Mr Franklin concentrates attention on the brick wall, aiming to develop confidence and strength. "It is very necessary to strengthen arms", he said. "People generally are very unfit. Their muscles have not been used and they cannot get off the ground."

He reckons it takes the whole of his six week basic course to accustom students to the idea of moving above a drop but they often find their first confrontation with a real crag, usually some 200 to 3000 high, less frightening than they expect.

Mr Franklin explains: "That is because the real thing, unlike the brick wall, is rarely absolutely vertical." Moreover he sees in it that they do not have a rough time to start with, preferring instead to encourage by offering climbs within their capabilities and thus boosting their sense of achievement.

In mountaineering circles there has been a lot of controversy about the growing use of climbing walls in training. Indeed, the director of the Sobell Sports Centre, Mr Stuart Cameron, received a visit from two distinguished climbers when they heard of his plans. "One of them poked a finger into my navel", said Mr Cameron, "and told me sports managers like me were ruining their sport."

He countered by inviting their help in designing the wall, neatly avoiding further ubiquy and gaining, in the process, one of the few climbing walls to be built under the direct auspices of practising climbers.

For Londoners the innovation is valuable; apart from a small outcrop of sandstone in Kent there is no natural rockface within 100 miles, too far for more than the occasional weekend jaunt. There are a few climbing clubs around but they are not the familiar part of the social scene that they are in many Northern cities.

The Sobell people, aware of this, established their climbing wall and engaged instructors with the express intention of giving the city-bound opportunities for closer communion with nature. The idea should appeal to schools.

One leap of setting down—a young climber returns to terra firma after a session on the climbing wall.

Enticing the butterflies

By Sally Festing

Vladimir Nabakov, the author of *Lolita*, coupled writing and butterfly watching as the most intense pleasures known to man. Of stumbling in a landscape among rare butterflies, he wrote: "this is ecstasy".

Of course the Greeks recognized that they are Psyches, spirits, and their ways are truly mysterious.

Our knowledge of their fluctuations is still crude and scrappy today. Abundant one season, elusive the next, locally common while nationally rare, without rhyme or reason they come and go.

Of the 55 mild residents in Britain and about 15 regular immigrants or occasional vagrants from abroad, some are on the verge of extinction. The last stronghold of the Large Blue, once precalent throughout the southern counties, was restricted to about one square mile in the summer of 1976. Fortunately, as the first British butterfly to be protected with a £100 fine, it seems to have just about pulled through.

But there is an annual flutter of alarm that butterflies are either going or gone, although the last familiar species to disappear completely was the Large Copper in 1848 and a few actually give the impression of being on the increase.

On the other hand, they almost inevitably have, and will continue to decline during this century, as agriculture is increasingly streamlined and mechanized, more pesticides are sprayed and old deciduous woodland is replaced with sheed blanket conifers. Farmers overgraze or plough up the little chalk downland that remains in its natural state, speculators mop up pieces of waste land with an eye to development while authorities like reversion areas shaved regularly and the country generally tidy.

On the whole butterflies are pretty specific about the plants they lay their eggs on, so that where nettles are chopped along a railway siding or flowers are mown in one great sweep on common land, a whole generation of larvae is lost. And while it is true that scarcity is usually the initially to loss of food and habitats, butterfly collectors too take their toll. In fact where natural conditions and changes in climate have already created a death in population of a particular species, they may finally tip the balance.

Victorian businessmen started the craze when butterflies were around in sufficient numbers to escape serious depletion but had their seldom endeavours continued, some areas would doubtless have been completely denuded. Even today collectors who insist on obtaining every aberration within a species are a problem.

There are, however, means of challenging this ecological swing by enticing butterflies to haunt flower beds in the sanctuary of gardens and school grounds or breeding them in captivity for subsequent release into the wild. Naturally one has to be certain that the locality

continued from page 27

young to produce a presentable picture.

Some people argue that this kind of painting is hardly creative but it certainly helps children to familiarize themselves with the techniques involved as well as giving the pleasure of producing a recognizable picture. The Alfix picture outlines are made to repel unwanted paint, so even the most unartistic and clumsy have a chance of success. Moreover being acrylic, the paint produces a bright result, is quick drying and can easily be washed out in water.

Combination pictures, which use paint as well as glitter, are another way of widening a child's scope. Kits which include fast-drying glue are excellent starters, not least because they include everything that will be needed.

Modelling, another craft which children can take up very early on with plasticine, can be continued effectively into something much more permanent with DAS. This special clay dries rock-hard in hours without firing. Furthermore it can be painted with water-based poster or tempera colours. "DAS Pronto—a World to Discover" is the teacher's handbook on how to use it.

New from Reeves is Mod-Roc, a plaster-impregnated gauze which is "bandaged" wet on to the shape required. It chips less easily than traditional plaster but does dry as quickly.

Slightly more advanced but with the attraction of an extremely professional-looking end product is the "Cast and Paint" wall plaque kits by Letraset. Four wildlife animals are the latest in the range.

Work *development* in technical media like paper, plaster and clay are becoming ever more manageable by the very young and traditional crafts of tapestry, rug work and weaving remain favourites too.

Simple weaving mats and panels for lacing and sewing like those from Philip and Tacey range can be backed up very effectively by practice at home with kits from Sylvia Reeves.

Pin boards enable small children to create interesting patterns without getting used to handling sewing strands. John Adams's Spider Winder is an imaginative version of these; it will encourage assistants to move on later to Adams's Cotton Craft.

An invaluable introduction to the crafts suitable for a class of children from six or seven is the Dryad booklets. Written by specialist teachers and craftworkers, they cover everything from beadwork and simple weaving to more specialized crafts like knitting and macramé.

GAWTHORPE CRAFT PROGRAMME

What is the GAWTHORPE CRAFT PROGRAMME?

A new concept in educational needlework packs.

For use on an individual basis or as part of a teaching programme.

Each pack demonstrates a basic skill which can then be applied to a variety of items.

Why GAWTHORPE?

The series, commissioned by Wm. Briggs & Co. Ltd., was designed by embroidery/needlework specialists based on Gawthorpe Hall, Padiham, Lancashire—home of the world-famous Rachel Kay-Shuttleworth Collection of embroidery and lace, which was used as a basis for inspiration and ideas.

SEE the first pack "Folk Cross Stitch" in needlework shops and Department Stores, or in case of difficulty write for stockist to:

Wm BRIGGS & CO. LTD.,
School St., Bromley Cross, Bolton
BL7 9PA

Make and play

A course for musicians and craftsmen described by Pete Levi

With the price of instruments going on all the time (a good violin costs £700, what teacher or pupil would not be interested in making and learning to play a new instrument? The range extends from medieval to electronic. Instruments and from "Roberts" instruments, such as tubular bells, glockenspiels and dulcimers (£2.50), to trapezoid violins (£10), or Celtic harps (£400), guitars, lutes and mandolins (£8.50).

This unusual opportunity is again being offered by West Dean College, Sussex, where a nine-day course on music and making musical instruments is being held from March 28 to April 6, 1978. The aim is to bring together musicians (who may have little or no craft skills) and craftsmen and technologists (who may be able neither to read nor play music) and help them to make instruments appropriate to their abilities, and make music, with instrumental, singing and vocalion tuition where requested.

One participant is Miss Freda Robinson, a music teacher, who a few years ago worked in an old school due to be closed in a depleted area of Sheffield. Having read Ronald Roberts's book, *Instruments to be made and played*, she got some pupils to make some choral dulcimers and glockenspiels; while she was tuning them in front of the class the band everyone wanted to play them.

To see what else it would be possible to make, she went to the first music and instrument making course (then a DES in-service course) which was held in Brighton in 1972. Next year will be the fifth course she has attended.

"It is the tops", says Miss Robinson, who has been teaching for 27 years and hopes next year to make a "comeback", which she heard being played during this year's course. "I don't know why it has gone out of fashion. It is a lovely medieval reed instrument, which sounds like an oboe."

Apart from learning new skills, she finds it useful to meet other people and exchange ideas and to see how within the space of a week the musically untrained can enjoy making music.

Miss Robinson is now head of the music department at Brooks School, a small comprehensive with 700 pupils in a Sheffield suburb, where the pupils cannot afford to buy instruments. She finds that groups of 15-year-old non-academic leavers love making things and, once they have made an instrument, want to play it.

Last summer she held the first inter-school folk festival, in which each of the six forms in the first-year intake produced a soloist, duet and group, playing folk songs on instruments which had been made in the school.

Another regular participant in the course is Mrs Dorothy Pettitt, a retired teacher who still teaches both guitar in a Coventry school and the Celtic harp on groups of local children; she made the harp on one of the courses.

Robert Kerr, who is now craft director at the course, started by being a student; he makes guitars and lutes with his pupils in an Edinburgh school. As a result of these pioneering courses some L.e.a.s have taken up the idea; in-service courses in making music and instruments are held in Hull, Liverpool, Hertfordshire and the Channel Isles.

West Dean is an ideal setting for such a course. It has the luxury atmosphere of a country house in which to relax, modern workshops in the converted stable area and a peaceful 6,000-acre estate with some magnificent trees.

The DES had to withdraw the subsidy for this course in 1976, but it continues to be run by Gerald Tindall (a retired HMI). The college, an educational trust (founded in 1964 by Edward James, almost unique in its open plan setting for teaching 150 arts and crafts), decided that the course was of such educational value that it should continue. The college therefore applied to the Idlewild Trust, who have given £500, enabling the cost of the course to be kept down to £70 a person, which includes full board and lodging, tuition and use of workshops; craft materials are extra.

Course places are limited. Applications should be made quickly to Sue Overman, West Dean College, West Dean, Chichester, Sussex.

The times they are a-changing

By Chris Rhodes

Bob Dylan's words, "The times they are a-changing", seem particularly appropriate for British education as December 1977 brings the year of the Great Debate in a close; except that Dylan's "a-changing" looks forward with more certainty than education.

However, one thing has become very clear; that the profligacy of the 1960s is dead and buried and in the more austere times that lie ahead curriculum is to be the watchword that even that bastion of free expression, the art room, will not be able to ignore.

This move towards more systematic structuring in art, design and craft education is, in fact, already upon us (albeit sporadically) and not only demands a revised approach from the teacher, but also places new responsibility on the "back room boys" of education—the equipment suppliers. But what are they doing about this?

During the halcyon days, when money was more plentiful and free expression in vogue, all that was asked of manufacturers was a steady stream of new and "stimulating" materials. Their educational function (or lack of it) was left for others to judge. Companies became, and have stayed, attuned to producing wide product-ranges—multiple lines of multiple paints, numerous glues, glazes, painting and printing inks—some essential, some merely ephemera.

Now, in reaction to the new brief, some manufacturers might simply forget innovation and confine themselves to classic best sellers. Indeed, if art and craft teaching were to return to an outlook more characteristic of previous generations, with its emphasis on long apprenticeship, entrenchment might be an executable attitude. But few teachers will countenance any such retrograde step and nor should the manufacturer.

Furthermore, in this age of instant results schoolchildren are seldom prepared to accept the long, disciplined and, let us be honest, the frequent monotony of a traditional craft approach. So manufacturers must be involved in the development of new materials and programmes which enable the teacher in compress an equal, or greater, technical and creative content into a much shorter time scale. This requires a conscious progressiveness and the fullest use of modern technology.

Usually, in the case of specialist art and craft teachers, the main demand is for materials which accurately meet the requirements of their own teaching programmes. For the non-specialist much more can be done. In a previous article I emphasized who need for a dialogue between suppliers and educationists. Here is one area where such cooperation would be immediately fruitful.

Non-specialist teachers have neither the time nor the expertise to embrace such a diverse subject as arts and crafts let alone decide what materials, if any, exist to support textbook theories. To help such teachers a supplier can and should be encouraged to support the basic materials with relevant literature and equipment which together provide a complete summation of the topic. These will form a kernel around which the teacher can develop a meaningful curriculum.

Whether for specialist or non-specialist, any future resources must be the product of a genuine understanding of educational requisites. So whatever the sceptics feel about the propriety of such a move, if manufacturers are to be included in discussions, it must be at the fundamental level of curricula development.

Such developments need not wait for the future. Already bridges are being built by a few forsighted individuals that have proved such communicate is possible. An example of this pioneering spirit is a programme for teaching colour perception through the practice of art and design. Not a *kit*, but an open-ended programme reflecting both the technique and the creativity of the subject, it is a direct product of teaching experience.

Such a synthesis of educational value, technology and industrial knowhow is not unique, but it is still rare. Perhaps it signals a new phase in educational supply in which industry responds to, and is involved in the process of curricula design.

Chris Rhodes is assistant market-manager (educational division), Berol Ltd.

THE COMPLETE BOOK OF
Baskets and Basketry £5.95
DOROTHY WRIGHT
Dorothy Wright describes the ancient craft of basketry, its history and the materials and techniques which survive today. More than 250 illustrations show the various national and regional styles and different methods and techniques. Materials, techniques, care and repair and design are fully described along with exact 'recipes' using willow, cane, rush, raffia, straw, grass, palms and coppice woods. A basketmaker's vocabulary, bibliography and index complete this comprehensive study.
269 illustrations (no colour) £5.95
DAVID & CHARLES · NEWTON ABBOT · DEVON

THE NEWEST PRESENT FOR CHRISTMAS A
Pocket Chess Set
OF COMPLETELY NEW DESIGN WITH
Big Pieces
that fast together for compactness. With wooden board only £4.95 and only from
PATRICK McCARTHY
PO BOX 1,
RYE, SUSSEX,
TN31 7HS
(Callers to our Despatch Office 26 Eversfield Pl. St Leonards, Sussex)
We have a special bulk offer for children in schools that are short of chess sets: for details please ring
Pett (0424-86) 3468

The Institute of Craft Education
Anyone having an interest in 'Education through craft experience', may apply for membership of the Institute of Craft Education.
Members receive:—
Bi-monthly issues of *'Practical Education'* containing articles, information, news and reviews on matters relating to craft.
An annual *'Buyers Guide'* to craft equipment and material supplies.
Special reports on important topics, e.g. *'A Report on The Health & Safety at Work Act 1974'*.
Conference publications, meetings and lectures.
Information service.
Local activities.
Representation on a wide range of official bodies and committees.
The College of Craft Education
If you are a teacher, you can increase your income as well as extend your qualifications and experience by embarking upon a course of study with the College of Craft Education.
Until based courses lead to the award of diplomas.
The MCCEd(Hons) diploma has been recognized for the Merit Award by the Burnham Committee and sets an internationally accepted standard in post certificate craft education.
Non-diploma courses are provided at Summer Schools to cater for a wide variety of craft interests.
Further information regarding membership of the Institute and/or the College may be obtained from:—
G. Day, MIOB, MCCEd,
General Secretary,
The Institute of Craft Education,
24 Elm Road, Kingswood,
Bristol BS15 2ST.

HANDICRAFTS
CONSULT
Howard Goldstein Limited
161 HIGH STREET,
DERITEND, BIRMINGHAM 12
Tel. 021-772 0428
Pewter Sheet, Copper Sheet, Wallets, Tools, Cane, Bases, Boxes, Mounts, Stones, Rant-Cabs, Chain Rings, Cufflinks, Brooch backs, etc. Macramé, Jute, Wool, Beads, Woodrings, Tapestry, Mirrors, Tin Casting, Stonecast, etc.
Send for catalogue
"Teachers Special Discount"

KERNOWCRAFT
LAPIDARY and JEWELLERY CRAFT SUPPLIES
GEMSTONES. Cabochons and faceted gems, tumbled stones, pendant shapes.
JEWELLERY FINDINGS. Silver, rolled-gold and 9-carat gold, cast metal and plated mounts, necklet chains, bracelets etc.
SILVERSMITHING. Silver and pewter sheet, silver strip, wire, solders, fluxes, tools and sundries.
GEMSTONE POLISHING. Rough cabstones, diamond saws, grinding and polishing units, tumblers, drills and faceting machines.
PROMPT POSTAL SERVICE
FREE COLOUR CATALOGUE
Kernowcraft Rocks & Gems Ltd
21 Pydar Street, Truro, Cornwall TR1 2AY

Versatile **GLYDE** Painting Pastels, a remarkable breakthrough in crayonning!
Used DRY – like extra smooth oil pastels; colours blend superbly.
Used WET – dip a stick into water and it paints wet. Easier for children to control than a brush.
Send for samples and details of the many techniques for using versatile GLYDE to:-
SCHOLAQUIP INDUSTRIES LIMITED,
Manor Lane, Holmes Chapel, Cheshire CW4 3AG.
Tel: Holmes Chapel (0477) 37473 or 32424.

'The Exercise'

By John G. M. Scott

"Dave says the Tenor's 18", said one of the group in the bar, "but she goes more like 25, and slow at backstroke. We went for four spliced, but the 7-8s in Superlative were too much for Phil, so Mike called it round at six courses for a quarter." "They're still on plain hearings", added her husband, "and the frame's loose, so the Captain says. You might push them round to Triples, but not Major, let alone Surprise."

What's this? A female tenor who might be 18 or perhaps 25 if this dove is wrong, and who apparently swings backstroke, but slowly? Splicing sounds nautical, and there is a captain, but there is a major as well—and could those six courses have been in a meal? Does the band play music, and what are superlative and triples?

This very mixed party seem to be close friends, for they all use Christian names, though they seem variegated—a schoolboy of 14, an old man with a strong local accent and a nearly-dressed professional-looking type. The couple must surely be teachers, and there is a girl who must love some straight from an office and a young man in overalls. And they seem to have mutual acquaintances all over Britain.

They are bellringers. That tenor is the biggest of a "ring" of bells (not a "peal", which is what you ring on them) and she is 18 (or 25) cwt. Whether a ring has four, six, eight, ten or twelve bells, the biggest and deepest-toned is always the tenor and the smallest the treble; the rest are numbered down the scale.

The bells which these people ring are hung to swing full-circle from mouth-up to mouth-up and back, and need a "band" of ringers, one ringer for each. You can play tunes on a carillon with a keyboard, but only swinging them produces the bells' full tone; in the early seventeenth century the English devised a means of swinging bells under control, and from it developed change-ringing, practised all over the English-speaking world by local Sunday-service bands in churches and cathedrals, linked into county or diocesan guilds and affiliated to a Central Council of Church Bell Ringers, which encourages and coordinates ringing everywhere and provides advice on subjects as diverse as method composition by computer, fund-raising for bell restoration and the lubrication of bell-bearings. It also publishes a weekly paper and a long list of books and pamphlets, and issues film-strips and tapes.

Even so, there is room for independent publications like *Dove's Guide*, which lists every "ringable" tower in Britain with the weight of its tenor and its practice-night. It was Dove which brought two of the ringers this evening, because although they seem such good friends they were total strangers until two hours ago: they just dropped in, knowing that they would be welcome. This is the way with ringing, and many a school-leaver has found ready-made friends in the ringing-room of a local church in a strange town, and blessed the day he learnt to ring.

But again, why or what are superlative and triples, and this major? Well, you cannot play tunes on bells when they are rung this way. You vary the order in which they speak so that the sequence is constantly changing, according to one of hundred, or even thousands of "methods": the idea is that no change should be repeated until the bells return to "rounds", their natural order down the scale, as the end of the "touch" or "peal".

A "peal" to change-ringers is over 5,000 changes, and takes about three hours to ring: anything less is a "touch", but 1,260 changes, taking about 45 minutes, is a popular length, called a "quarter-peal"—the "quarter" that we heard mentioned. All the methods have names, some dating back to the seventeenth century and others being rung for the first time now, for ringing is far from static, for all its proud past.

Ringing is almost all voluntary, and most bells are kept in order, their bearings oiled and their nuts tightened, by their ringers: nowadays we have quite ambitious bell-hanging jobs being done by volunteers, though it is heavy, difficult work. There is money to be raised for the Guild's Bell Restoration Fund, too, and learners to be instructed, so what is it that keeps people so keen?

You do not have to be a special type. One ringer may seek it all as higher maths, and another as almost entirely physical skill. You need enough musical ear to tell one note from another, and a sense of rhythm helps. You have to acquire a knack (it does not need much strength except for very big bells) so you may learn quicker if you are young, but you may end up a better ringer even if you started later.

You will be one of a team, whose enjoyment will be spoilt if you do not do your best and who will be let down if you do not turn up, so you need loyalty. Out of it you will get several kinds of satisfaction, not least the exercise of a skill to control something bigger than you are, and the primitive joy of asking a loud noise, with the more worthy pleasure of doing it for the glory of God.

Any tower where there is ringing, except a few cathedrals where the ringing has to be very special, will give a welcome to lookers-on or to recruits on practice night. If you take up this welcome you will become part of something quite unique—not a hobby or a craft, because it is fundamentally a kind of worship. Far want of any other name we have always, since the 1600s, called it "The Exercise".

By the way, if you want to know about some of those strange terms in our opening conversation, I am afraid I have run room to tell you here. You will just have to take up ringing. Good luck.

The Rev John Scott is Vice-President of the Central Council of Church Bell Ringers.

A big bell hung for ringing. When ringing would be swinging through 360 degrees with which the ringer controls it passes over a pulley and is fastened through the rim of the wheel. This one is "Stafford", the 2-ton eleventh bell at Exeter Cathedral. You do need to be strong to ring a bell of this size.

... but it only needs a skilled knack to control the bells of most churches, and young people, girls as well as boys, make a valuable contribution towards keeping the "Exercise" going. The smaller tuffing on the rope, called the "sally", is used for ringing the handstroke; at the backstroke the ringer holds the end of the rope.

We'll get your order out of our system in 14 days.

Handcraft have quickly become established as leading suppliers of art materials, providing a comprehensive range of art and design products to meet the needs of teachers and pupils. Our reputation is based on our efficient service, with an order processing system that despatches goods within 14 days. Faster delivery than you'll find elsewhere.

For a big range and speedy service, it has to be Handcraft. Clip the coupon and we'll send you our free 1978 Schedule which gives full details of our range.

Nottingham Handcraft Limited
Mellon Road, West Bridgford,
Nottingham NG2 6HD Tel 0602 234251

HAND CRAFT

Please send me a free 1978 Schedule of Art and Design Materials.
Name .....
School/College .....
Address .....
TES8
Send to: Mr R. A. Farrow, Publicity Department, Nottingham Handcraft Ltd, Mellon Road, West Bridgford, Nottingham NG2 6HD

Move among friends

Julian Simpole on teaching chess to adults

Though an art teacher by profession, I find the innate discipline of chess lends itself to the lecture hall and provides a different, yet still eminently satisfying experience. By employing the simply device of an upright demonstration board the basic principles of chess can be taught, a process that leads eventually to a technical competence enabling the beginner to implement ideas soundly.

I sweeten this introduction by describing the origin of the pieces and how they acquired their present powers. After all, no everyone appreciates that the knight represents an army's cavalry section instead of a romantic court figure. And what is a bishop doing on the field of slaughter? It is not generally known that when the Arabs adopted this fascinating pastime from the conquered Persians they were obliged to make substitutions because of a religious injunction forbidding graven images, and that when Europe began playing chess the piece with the slit in the top, which represented the ears of an Indian battle elephant, was mistaken for a bishop's mitre in England and a jester's cap in France.

The rook suffered in another way. Originally a Persian war chariot, its name actually describes the direct, phalanx-breaking action of this weapon, yet because this non-representational figurine was placed at the edge of the board it was thought of as a watcher castle guarding a nation's frontiers. A queen sitting with her husband is normal in a medieval court, but not in a set-piece battle. She should, of course, be the veteran warrior, the virtuous pillar of a Roman army, who has survived the many calamitous shown in the pawn's dangerous journey to the eighth rank to advise his master. In fact, the King and the foot soldier paced at the only units which have no unique positional change.

From here we explore the concept of checkmate, the ending of hostilities by killing the King. References to the Xenophon expedition in the battle of Dunaka (where Cyrus and his handful of brave mercenaries defeated a numbers strong Asian army by spearing the generals on a helpful, modern warfare bump so unlike the earlier uneasy stalemates upon which chess is based. With the history touched on and the game's subject explained, ensuing lessons focus on the function of each piece, using a board free of material not directly involved in the example, while the need for cooperation between them is stressed.

Paradoxically, chess is best taught by starting with endgame positions. Demonstration of the basic technique required to hold the draw in a king-and-pawn-versus-king ending is particularly important, and the method can be learnt by rote: "Keep your king in front of his king, and if that cannot be done without letting his king in front of the pawn with you to move, keep your king in front of the pawn..." After about six sessions like this, in which most of the common mating patterns are explained, simple games from actual play are used to show how ideas are developed from beginning to end. This is followed by more endgame examples before the last six games are shown.

All this should be delivered with enthusiasm and humour, and it is essential that no one is embarrassed by being put on the spot. Only rarely do I request that someone tells me the right sequence, and if they cannot I pretend to receive the answer telepathically, when everyone can laugh. It is a mistake to play an individual on the demonstration board, commenting on the moves as the game progresses; even novices have their pride. It is far better to take on the whole class, one person for move, when the loss can be shared by all.

After tea the last hour belongs to the students, who derive enormous benefit simply by playing each other. Many have no other opportunity to engage in over-the-board practice, not yet belonging to clubs or having anyone in the family who plays chess, and only occasionally do I use this period to give a simultaneous display, popular though they are. Blindfold games are given, if at all, at the end of the course by way of bonus thing special, and then I engage with just one at a time. Gargantuan blindfold exhibitions so favoured in the USSR, where a master's mental health is taken seriously.

I normally prefer to take different students on separate occasions until the group's relative strength can be assessed. Being an evening class with no one else waiting to use the room we allow ourselves to go well beyond finishing time, largely because players are reluctant to leave a deadline in the middle of fascinating positions, and I would be hurt if everyone left at time. Such informality seems to flourish in a Friends Centre.

On the subject of mistakes I should be learnt in mind that we every student is likely to be specified during the course. Little discomfiture in the tutor when using school stamps tell him how to do his job and then leave when he continues in his own stubborn way, but declaiming upon unfamiliar subjects can be disastrous.

The aims of the course are restricted to creating notional good players. The class soon becomes a place where people form friendships which grow to the extent that private playing sessions are arranged, and even the tutor is invited home. The social aspects are of greater value than the game itself, and for this reason I do not object to an occasional dose during the lecture by someone restoring the energies for the games ahead. The partially learning and lighted are all accommodated in this gentle atmosphere, and even children (the youngest came to me in eighth) seem to thrive. All ages are catered for, but it is particularly interesting to see those at the beginning of life and pensioners learn from each other in a rare mixture of extreme age groups.

The inclusion of juniors is a recent development and a welcome one, though if they are very young I feel happier when their parents are sitting with them; a weekend tour nine years old can be demanding. It is wise to mind that the youngest competitor in the 1977 British Championship was 12, it could be that aspiring juniors may in future regularly join the grown up tournament. More than with any other leisure subject the young are losing as chess, and it would surely not be a bad thing if there emerged experts, complete with material and burning ambition, provided a substantial minority in adult groups. Differences between generations fade in these situations, where common purpose unites talent and enthusiasm.

Julian Simpole, a former Sussex County chess champion, teaches at an adult education centre in Brighton under the care of the Society of Friends.

TRYLON
we can sell you
MATERIALS FOR
CANDLE MAKING
CHESSMEN
CLEAR CASTING
ART & CRAFTS
CANOE BUILDING
SCULPTURE
MOULD MAKING
MATERIALS
GLASSFIBRE
MATERIALS
we can give you
Free Technical Information
Expert Advice and Assistance
Arts and Crafts Demonstrations
PLEASE SEND DETAILS:
.....
.....
..... T.E.S.
TRYLON LTD
WOLLASTON NORTHANTS NN9 7QS
TEL. WELLINGBOROUGH (0933) 686278

LOST WAX CASTING
Equipment, Materials, Supplies & Books.
Free 40-page catalogue
BARRETT'S
Station Road, Crowcombe, Near Taunton, Somerset TA4 4AW
Quantock: 01-684 8371

PRIMARY Headships continued from page 26

STOCKPORT
Metropolitan Borough
Primary
Required for Summer Term, 1978
HEAD TAKE: PORTER SCHOOL
Duke's Lane, off Buxton Road, Romiley
Times 1 mile
HEAD TEACHER (Hetherge Scale 2)
Applications from suitable qualified Heads and experienced teachers, interested in this post.
Application forms and further details from the Director of Education, Town Hall, Stockport (quote reference) and return by 23rd December, 1977.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced HEADS for the following pool which will become vacant on Sept. 1, 1978 or on the retirement of the present Head.
HEADMASTER HEADMISTRESS
BIRKLEY MIDDLE SCHOOL
Ipswich
Scale 2. Age range 7-11 mixed.
Application forms and further details from the Director of Education, Education Office, Endeavour House, Ipswich (stamped addressed envelope please) to be returned by December 21, 1977.

TAMESIDE
Metropolitan Borough
HYDE, DENTON, DUKINFIELD
HEAD TEACHER
Group 4
Next appointment to head including unit for hearing impaired children.
Application forms and further details from the Director of Education, Town Hall, Dukinfield, Stalybridge, SK16 4LA. (Ref. 12-42-138).

WILTSHIRE
CHIPPENHAM WESTMILL
COUNTY JUNIOR SCHOOL
Wood Lane, Littlemoor
Tel. 3875 404
(Number on roll 70)
HEAD TEACHER required for Easter 1978.
Application forms and further details (S.A.E. please) from Director of Education, County Hall, Bythesea Road, Trowbridge, Wiltshire. Closing date December 23, 1977.

WILTSHIRE
WOOTTON BASSETT SCHOOL
Swindon
Group 5
HEAD TEACHER required from Easter 1978, or this new school opening, 1st September 1978.
Foothill Infants School will be formed from Wootton Bassett Infants, which will eventually have at least 12 year groups. The new school will have a very open concept and an enrolment of 180 children aged 3-7 years, for the demanding and exciting post.
Further particulars and application form (S.A.E.) available from the Chief Education Officer, Area Education Office, Central House, Beland Street, Swindon, to be returned by 19th December, 1977.

BREMLEY
London Borough of
BEXLEY
HEAD TEACHER
Applications are invited from suitably qualified and experienced teachers for the Headship of this school, to be held in the Infants' School at the Bexleyheath site.
In general and other respects this is an approved vacancy.
Application forms obtainable from the Chief Education Officer, Staining Hall, Hill Street, Bexleyheath, Kent DA6 7PH (S.A.E. please) or telephone Mrs Shepherd 01-303 7777 ext. 2 to be returned by December 19.

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
THE WILLIAM RUSHBANT COUNTY MIDDLE SCHOOL
Greenway, Gerrards Cross SL9 7DY
Head: Mr. D. Simpson, B.Sc.
No. on roll: 250 boys and girls
Applications are invited from suitably qualified and experienced HEADMASTER HEADMISTRESS
Scale 2 (Middle School) Salary in accordance with Burnham Scales plus London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by 4th December, 1977.
Director of Education, Education Offices, Broadway, Bradford, Bucks. HP9 1HD.

NEWHAM
London Borough of
PRIMARY SCHOOLS
DEPUTY HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher at the Group 4 Primary School.
Brampton Road, London E6 3JB
Roll 300 (Nursery 52)
Required for April 1978 or earlier if possible.
DEPUTY HEADTEACHER—London Allowance.
Burnham Scales Plus London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by 4th December, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
London Borough of
PRIMARY SCHOOLS
DEPUTY HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher at this Group 3 Primary School.
Harrison Street, Plaistow, London E13 0QD
Roll 270 (Nursery 52)
Required for April 1978 or earlier if possible.
DEPUTY HEADTEACHER—London Allowance.
Burnham Scales Plus London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by December 20, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NORTH YORKSHIRE
COUNTY COUNCIL
MONK FRYSTON C.E. CONTROLLED PRIMARY SCHOOL
Required for Easter 1978 for this Group 3 School
DEPUTY HEAD TEACHER
Application forms and further particulars (S.A.E. please) from the Area Education Officer, Dept. of Education, Selby, North Yorkshire, quoting ref. 2/2/1 to whom they should be returned as soon as possible.

PHWYS
PONTY COUNCIL
DEPUTY HEADMASTER
HAFODOC VALLEY C.P. SCHOOL
New Tredegar, Mid Glamorgan
Phwys
Required on 1st January 1978 or later for the post of DEPUTY HEAD TEACHER. The successful candidate will be required to teach a class in the Junior School.
Applications should be sent to the Director of Education, County Hall, Cardiff, to whom the Headteacher should be contacted for further details and an application form.
Closing date December 23, 1977.

HAMPSHIRE
HOOK COUNTY PRIMARY SCHOOL
Hook, Hardley, Fareham
DEPUTY HEAD Responsibility for Boys' Games.
Applications and curriculum vitae with S.A.E. to Head.

TILLINGHAM
London Borough of
HEADTEACHER and DEPUTY
Group 3
Required for the beginning of the Summer Term 1978 a HEAD TEACHER of this Junior and Infant School.
Applications are invited from suitably qualified and experienced candidates who have a thorough knowledge of educational theory and modern practice.
Closing date December 23, 1977.
Application forms may be obtained from the undersigned to whom they should be returned.
Director of Education, Town Hall, Chelmsford.

LONDON
LONDON BOROUGH OF
HEADTEACHER
Applications are invited from suitably qualified and experienced teachers who have a thorough knowledge of educational theory and modern practice.
Closing date December 23, 1977.
Application forms may be obtained from the undersigned to whom they should be returned.
Director of Education, Town Hall, Chelmsford.

ST. HELENS
Metropolitan Borough
DEPUTY HEAD TEACHER
LONGTON LANE COUNTY JUNIOR SCHOOL
Group 3
Suitably qualified and experienced HEADTEACHERS are invited to apply for the post of Deputy Head Teacher at this Group 3 Junior School.
Applications are invited from suitably qualified and experienced teachers who have a thorough knowledge of educational theory and modern practice.
Closing date December 23, 1977.
Application forms may be obtained from the undersigned to whom they should be returned.
Director of Education, Town Hall, St. Helens.

LAST SUNLAY
Metropolitan Borough
HEADTEACHER
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher at this Group 3 Primary School.
Hollins Green Primary School, Hollins Green, Lancs. WA3 7JN
Roll 240 (Nursery 52)
Required for April 1978 or earlier if possible.
DEPUTY HEADTEACHER—London Allowance.
Burnham Scales Plus London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by 4th December, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

ESSEX
BOREHAM PARK COUNTY JUNIOR SCHOOL
Hall Park
Hatfield Peverel, Essex CM3 2HT
Tel Danbury (Essex) 1371
Scale 2
Required Summer Term 1978 or as soon as possible thereafter.
HEAD to take responsibility for leading, longterm development and daily management of a 4 form entry Junior School. Well qualified teacher will work in a Team Teaching situation in an open plan building to 180 pupils aged 7 to 11 years. Salary in accordance with Burnham Scale Plus London Allowance.
Application forms and further details (S.A.E. please) from the Director of Education, County Hall, Chelmsford, Essex CM1 1LX.

WILTSHIRE
SWINDON COUNTY BOROUGH
HEAD TEACHER
Group 4 Nursery
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher at this Group 4 Nursery School.
Rodbourne Cheney Nursery School, Swindon, Wilts. SN2 2NA
Roll 120 (Nursery 52)
Required for April 1978 or earlier if possible.
DEPUTY HEADTEACHER—London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by 4th December, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
London Borough of
PRIMARY SCHOOLS
DEPUTY HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher at this Group 3 Primary School.
Brampton Road, London E6 3JB
Roll 270 (Nursery 52)
Required for April 1978 or earlier if possible.
DEPUTY HEADTEACHER—London Allowance.
Burnham Scales Plus London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by December 20, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
SOUTH KIRKBY MOORTHORPE JUNIOR SCHOOL, Group 3
DEPUTY HEADTEACHER required for January 1978, or as soon as possible thereafter at this First Class School.
Required for teaching responsibility for MATHEMATICS.
Burnham Scales Plus London Allowance £201 or £276 per annum.
Application forms may be obtained from the undersigned to whom they should be returned by 4th January, 1978.

Heads of Department

NEWHAM
London Borough of
PRIMARY SCHOOLS
GROWN JUNIOR SCHOOL
Largey Road, London E7 0HW
Roll 270
Required January 1978 or as soon as possible thereafter.
HEAD of department with responsibility for English. Scale 2.
Burnham Scales Plus London Allowance £402 Plus Social Priority Allowance £201 or £276 per annum.
Application forms may be obtained from the undersigned to whom they should be returned by December 20th, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

OLDHAM
Metropolitan Borough of
EDUCATION COMMITTEE
LEYTON HILL JUNIOR SCHOOL
Werneth Avenue, Oldham
Required for April, 1978, at this junior school of about 280 pupils, experienced TEACHER for Scale 2 post with responsibility for MUSIC. Piano essential.
Possibility of Scale 3 post for less experienced candidate. Social Priority Allowance payable.
Apply by letter giving full details including two referees to the Head of the School by 16th Dec. 1977.

SOUTH TYNESIDE
Metropolitan
EDUCATION DEPARTMENT
CONTRACTED TEACHER Scale 2
Applications are invited from experienced TEACHERS for the above post to commence duty as soon as possible. Candidates should preferably be car owners who are prepared to serve in any type of school within the Authority. This appointment should afford a wide opportunity to gain a wide and varied experience within the teaching situation.
CONTRACTED COUNTY INFANTS' SCHOOL
Scale 2 Post, RESPONSIBLE for UNDERFIVES
Applications are invited from suitably qualified and experienced TEACHERS for the above-named post.
Application forms for the above posts are obtainable from the Director of Education, Town Hall, Tyne, NE33 2RL (quoting relevant forms to be returned by 17th December, 1977.

SUTTON
London Borough of
HEADTEACHER
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher at this Group 3 Primary School.
Lindbury Primary School, Lindbury Lane, Sutton, Surrey SM1 3QB
Roll 270 (Nursery 52)
Required for April 1978 or earlier if possible.
DEPUTY HEADTEACHER—London Allowance.
Burnham Scales Plus London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by December 20th, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

WILTSHIRE
SWINDON COUNTY BOROUGH
HEAD TEACHER
Group 4 Nursery
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher at this Group 4 Nursery School.
Rodbourne Cheney Nursery School, Swindon, Wilts. SN2 2NA
Roll 120 (Nursery 52)
Required for April 1978 or earlier if possible.
DEPUTY HEADTEACHER—London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by 4th December, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

HOUNSLOW
London Borough of
HEADTEACHER
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.
Cranford Primary School, Cranford Lane, Hounslow, Middlesex.
Roll 240 (Nursery 52)
Required for April 1978 or earlier if possible.
HEADTEACHER—London Allowance.
Burnham Scales Plus London Allowance.
Application forms may be obtained from the undersigned to whom they should be returned by December 20th, 1977.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

Scale 1 Posts

BERKSHIRE
SHIFFLEY ST. JOHN'S C.E. JUNIOR SCHOOL
Hewlett Street,
The Street, Shiffley
Reading RG5 3DR
Required January or April 1978
ASSISTANT TEACHER for lower juniors, one Scale 1 post (Scale 2 after probationary period) including allowance and financial incentives as above.
Applications should be made in writing to the Headteacher.
ASSISTANT TEACHER required for Scale 1 post if possible.

CORNWALL
EDUCATION COMMITTEE
BREAGHWEY JUNIOR SCHOOL
Breaghwey
TEACHER to be appointed as soon as possible, Scale 1 post, Salary £1,260 to £1,785 (Scale 2 after probationary period).
Application forms obtainable from the Headteacher, Breaghwey Junior School, Falmouth Road, Redruth, Cornwall. Please send S.A.E.

DERBYSHIRE
COUNTY COUNCIL
BRAMPTON JUNIOR SCHOOL
Brampton, Chesterfield
Required for January 1978 or later
HEAD TEACHER (Scale 2) to take responsibility for Upper Junior Stage.
Applications for specific posts should be taken on form 251 to the Head Teacher of the address shown, in the Schools Section. General applications should be addressed to the Divisional Education Officer.

HILLINGDON DIVISION
ASSISTANT TEACHER required for Lower Junior Stage
HAYDON JUNIOR SCHOOL
Hillingdon
Further details and application forms available on receipt of stamped addressed envelope from Divisional Education Officer, Municipal Buildings, Uxbridge, Middlesex.
Closing date for receipt of completed applications 23rd December, 1977.

HUMBERSIDE
EDUCATION COMMITTEE
ST. MARTHAM, WHITBY O.C. PRIMARY SCHOOL
Hawkshead Road, Whitby
Headmaster: Mr. Ibbotson
Required for January 1978
ASSISTANT TEACHER required for Scale 1 post if possible.
TEACHER for a Junior Group and to take charge of PHYSICAL EDUCATION throughout the school. Scale 2 TEACHER for a Junior Group and to take charge of Music in the Junior Department.
Scale 2 post available for a suitably experienced candidate.
Applicants must be practising Catholics.
Application forms obtainable from the Divisional Education Officer, Cook Lodge, Scarborough, and should be returned to the Headteacher, St. Martham's, Whitby, by 21st December, 1977.

HEADSHIPS

Basildon & Brentwood Area

Re-advertisements

BUTTSBURY COUNTY INFANTS SCHOOL
Horsley View Drive, Billericay
(Roll 261) Group 5
for this Infants' School with effect from the beginning of the Summer Term, 1978.

BRISCOE COUNTY PRIMARY SCHOOL
Pitsea, Basildon
(240 places) Group 4
for this new school with effect from the beginning of the Summer Term, 1978.
Previous applicants for these two posts need not re-apply as their applications will receive consideration.

Central Essex Area
THE TYRRELS COUNTY PRIMARY SCHOOL
Tavistock Road, Chelmsford
(Roll 340) Group 6
for this J. M. & I. School with effect from the beginning of the Autumn Term, 1978.

OAKLANDS COUNTY INFANTS SCHOOL
Vicarage Road, Chelmsford
(Roll 127) Group 3
for this Infants' School with effect from the beginning of the Summer Term, 1978.

Closing date for these posts 6 January, 1978.

Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Essex

HUMBERSIDE COUNTY COUNCIL
Education Department
Required for Easter, 1978
HEADS
for
Bransholme North No. 1 Primary School
Hull
Group 7
New 520-place school (age range 5-9) with a 40-place nursery unit
Epworth C.E. Primary School
Epworth, Doncaster
Group 3
N.O.R. 130
Age Range 5-11
Scarborough Nursery School
Scarborough Street, Hull
Group 2
N.O.R. 55
Beswick C.E. Primary School
Walton, Driffield
Group 1
N.O.R. 26
Age Range 5-11
Application forms and further particulars can be obtained from the Director of Education (H.Q. Schools), County Hall, Beverley (Tel. 0482 887131, Ext. 416), to whom completed forms should be returned not later than the 19th December, 1977.

ilea INNER LONDON EDUCATION AUTHORITY

HIGH VIEW (J.M.+I),
Plough Terrace, S.W.11

Headship

Vacant January, 1978. Roll 241 plus eight full-time and 18 part-time nursery pupils. Burnham Group 5, salary £5184-£5808, plus £312 and £189 Burnham additions, plus £402 London Allowance, plus £201/£276 Social Priority Allowance.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 23 December.

COUNTY OF SOUTH GLAMORGAN

HEAD TEACHER
Group II

(PRESENT ROLL : 1,080 PUPILS)

LLANILTUD FAWR COMPREHENSIVE SCHOOL
LLANTWIT MAJOR

Required for Summer Term 1978.

Applications are invited from suitably qualified and experienced teachers for the Headship of this Mixed Comprehensive School which falls vacant due to the retirement of the Headteacher. Applicants should be in full sympathy with the development of the school's facilities on a broad community basis. Further particulars on request.

Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 20 days of this appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

ilea
INNER LONDON EDUCATION AUTHORITY

ELTHAM HILL (SG) SCHOOL
Eltham Hill, SE9

Headship

Amended Advertisement

The headship of this school becomes vacant in September 1979 on the retirement of the present headmistress. Roll 850 secondary girls. The salary scale applicable to the new appointment will not be firmly known until the end of January 1978. It may possibly be Group 11 but more probably Group 10. Basic salary scale for Group 10—£7,455-£8,079, for Group 11—£7,944-£8,568. Burnham additions as appropriate and £402 London Allowance also payable.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 30 December.

WARWICKSHIRE
Kingsbury Comprehensive School
Tamworth Road, Kingsbury
Tamworth, Staffs

HEAD

required as soon as possible for this Gp 7 school. Further details and application forms may be obtained from this office (S.A.E., please).

Closing date 10th January, 1978.

M. L. RIDGER
County Education Officer

22 Northgate Street
WARWICK

WARWICKSHIRE

Readvertisement.

Rugby High School for Girls
Longrood Road, Bilton, Rugby

Head

required for 1st September, 1978, for this Group 9 Grammar School.

Further details and application forms may be obtained from this office (S.A.E., please).

Closing date 3rd January, 1978.

M. L. RIDGER
County Education Officer

22 Northgate Street
Warwick

PRIMARY
Scale 1 Posts
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
[illegible]

LINCOLNSHIRE
[illegible]

LONDON, N.1
ST. JOHN THE BAPTIST C.E. (V.A. and L.) SCHOOL
Cranwell Street, N.1
[illegible]

OXFORDSHIRE
COUNTY COUNCIL
[illegible]

WARWICKSHIRE
Readvertisement.

Rugby High School for Girls
Longrood Road, Bilton, Rugby

Head

required for 1st September, 1978, for this Group 9 Grammar School.

Further details and application forms may be obtained from this office (S.A.E., please).

Closing date 3rd January, 1978.

M. L. RIDGER
County Education Officer

22 Northgate Street
Warwick

MERTON
London Borough of
EDUCATION COMMITTEE
CRANMER MIDDLE SCHOOL
Kenilworth Road, Morden, SW4 0JD
Headmaster: Mr. [illegible]
Age Range: [illegible]
Required January 1978:
ASSISTANT TEACHER of FRENCH
SCIENCE for Second Year Class
Experience of Science Mathematics an advantage but not essential.
London Allowance and Travel Loan expenses up to £200 and assistance towards removal expenses will all be considered where appropriate.
Application should be made as soon as possible in writing to the Headmistress stating qualifications, experience, special subject interests and the names of two referees.

Middle School Education

Headships

NEWCASTLE upon Tyne
City of
EDUCATION COMMITTEE
BENWELL MIDDLE SCHOOL
Appointment of HEAD TEACHER
(Group 5)
Required for Easter, 1978, a suitably qualified and experienced TEACHER for appointment to the post of HEAD TEACHER of this county middle school for 360 pupils between the ages nine to 13 years.
The school is in Group 5 for staff purposes, with a basic salary range £6,963 to £8,397 per annum plus additions of £402 in London and outside.
Application forms and further particulars are obtainable from the Director of Education, City Centre, Newcastle upon Tyne, NE1 8HL, and should be completed and returned to this department by 23rd December, 1977.

Deputy Headships
Senior Masters/Mistresses

EAST SUSSEX
COUNTY COUNCIL
EASTBOURNE AREA
HOVEDENE MIDDLE SCHOOL
Cleveland Road, Woodingdean, Brighton
Required April, 1978: DEPUTY HEAD of Girls, Upper School
Relocation Grants Scheme available in approved cases.
Application forms and further details available from and return to the Area Education Officer, Royal York Buildings, Eastern Road, Brighton BN2 1HP, not later than 7th December.

OXFORDSHIRE
COUNTY COUNCIL
ST. JOHN BOSCO R.C. PRIMARY SCHOOL
Oxford Estate, Broughton
Ashby, Leicester
Scale 1
Required January, Lower/Middle Infants. Skills strengths and interests.

HINCKLEY AUDRIE BAND
LONDON PRIMARY SCHOOL
Albert Road, Hinckley, Leics.
Scale 1
Required January, Juniors. Interest in coaching an advantage.

HUNCOTE COUNTY PRIMARY SCHOOL
Hunclet Street, Loughborough, Leics.
Scale 1
Required January or April, Lower Juniors. Remedial work an advantage.
Further details from the Head (April immediately use forms) with full particulars and names and addresses of two referees (S.A.E.).

PERMANENT TEACHER OF MUSIC INSTRUMENTS
Burnham Scale 1
Candidates should be qualified teachers or experienced practical musicians able to contribute vigorously to the development of instrumental music in schools and within the County School of Music.
Apply immediately (application form) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by December 16th (S.A.E.).

Secondary Education

Headships

DONCASTER
EDUCATION COMMITTEE
HATFIELD HIGH SCHOOL
Ash Hill Road, Hatfield, Doncaster DN7 6JU
Required from Easter 1978, or later:
Due to the retirement of the present Headmaster, applications are invited from suitably qualified and experienced candidates for headship of this 11-18 comprehensive school. Catchment area and number on roll September, 1978, should be available from the Director of Education, Danum House, Doncaster DN1 3HR.
To whom application should be returned by January 6, 1978.

LINCOLNSHIRE
HORNCASTLE VOLUNTARY CONTROLLED SCHOOL
(567 on roll)
Group 7—£7,470 to £8,844
HEAD TEACHER required, preferably for April 1978. Group 7, Scale 3 (Burnham 1976). Head's house available.
Forms and details from the Divisional Education Officer, County Hall, Boston, Lincs. Mark envelope "Application—Teacher" and enclose S.A.E.
Closing date: December 21, 1977.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
MACHYNLLETH SCHOOL
(Religious: 20%)
Mixed comprehensive, 11 to 18
Age on roll 470
HEAD TEACHER, Group 7, required for September, 1978, for 10th April to Easter 1978 if available. Relocation Grant available.
Application forms and further particulars from the Director of Education, County Hall, Llandrindod Wells, Powys.

TAMESIDE
(Metropolitan Borough)
STALYBRIDGE WEST GIRLS' BOYS SECONDARY SCHOOL
HEAD TEACHER
(Group 9)
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD TEACHER of this comprehensive school for pupils aged 12 to 16.
Vacancy arises due to promotion of the present holder to a headship.
Salary is interpreted with Group 9 (£8,463 to £9,087). The successful applicant will be expected to take up the appointment at the start of the Summer term 1978.
Application forms and further details (S.A.E.) please from Headteacher, Mossley Hollins High School, Bidwell Avenue, Mossley, Ashton-u-Lyne.
Closing date: January 9, 1978.

Deputy Headships
Senior Masters/Mistresses

AVON COUNTY
BRADFORD-ON-AVON
Westwood Road
WESTBANN SCHOOL
(1,100 boys and girls: 5th in the Sixth)
Required for April or September, 1978:
SECOND DEPUTY HEAD TEACHER (Group 7) (the post will extend the teacher appointed will be responsible for the school's Sixth Form, which is in a separate building and serves a wide area).
Applicants should have a thorough knowledge of Sixth Form work, including the new syllabuses.
Apply to the Head with full personal details, the names of two referees. Further details (if so requested) on receipt of stamped addressed foolscap envelope. Avon reference DP 1/78.

OARKING
London Borough of
EDUCATION DEPARTMENT
CAPPS HILL SCHOOL
Highbury Avenue, Dagenham
Required January 1st, 1978:
DEPUTY HEAD TEACHER (Group 7)
Applicants are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD of this mixed secondary school of 750 pupils. The successful holder of the post is responsible for girls' welfare and continued assistance in this field would be particularly welcome.
Terms of application and further particulars may be obtained on receipt of S.A.E.) from the Staffing Officer, Education Department, Town Hall, Dagenham, Essex RM10 7BU.
Closing date: December 16th, 1977.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
JOHN COLET COUNTY SECONDARY SCHOOL
Wharf Road, Wendover.
Headmaster: G. W. Newman, B.Sc.
Number on Roll 700 (mixed)
Applications are invited from well qualified and experienced teachers for the post of DEPUTY HEAD while becomes vacant at Easter, 1978. The post is principally of a pastoral nature and carries a Group 11 Deputy Headship (Burnham).
Removal expenses up to £150 payable in approved cases, plus a housing allowance for married teachers unable to find suitable accommodation.
Application forms and further details (S.A.E.) from Divisional Education Officer, Aylesbury Vale Division, Aylesbury HP20 1UH. Closing date 10th December.

Deputy Headships
Senior Masters/Mistresses

SUFFOLK
COUNTY COUNCIL
KING EDWARD VI SCHOOL
Bury St. Edmunds
(1,150 11-18 Mixed Upper School
1,200 on roll, 230 in the sixth)
Headmaster: Mr. D. J. Pulham, M.A.
Required from April 1978:
DEPUTY HEAD (Group 12)
The post offers the opportunity to participate in policy making in the context of a well established fully comprehensive school. Commitment and enthusiasm essential, coupled with substantial experience. The successful candidate will be expected to take the present holder in a leadership role.
Further details and application forms available from the Headmaster (not to teachers) envelope, please: from the Headmaster, King Edward VI School, Station Road, Bury St. Edmunds, Suffolk.

Secondary Education

Headships

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated application forms and details (S.A.E. foolscap) from the Heads of the schools.

STAP forms accepted from students for first appointments only. Please quote reference on correspondence.

SECONDARY

KINGSMEAD SECONDARY, Wivelscombe (11-16 mixed comprehensive, 520)

For April, 1978, HEAD OF MATHEMATICS, scale 3 or 4. This is a senior post for which a well experienced teacher is required. The scale 4 post will be available for the successful candidate who will be expected to take on a pastoral role.

Closing date: 12 December.

BLAKE SCHOOL, Bridgwater

For January, 1978, a temporary TEACHER OF MATHEMATICS, Scale 3, required for the spring term only.

For January, 1978, a temporary TEACHER OF SCIENCE, Scale 1. To teach all ages and abilities throughout the school. Initially the post will be for 2 terms only although there is a possibility of a permanent post from next September. Letters of application giving full curriculum vitae to the Head at the School.

Closing date: 19th December.

PRIMARY DEPUTY HEADSHIP

ST. CUTHBERT'S C.E. V.C. INFANTS, Wells (130)

For April, 1978, DEPUTY HEAD for this Group 4 school. Interest in language development and music an advantage.

Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date: 3rd January, 1978.

PRIMARY

HENSTRIDGE C.E. V.C. PRIMARY, nr. Templecombe (87)

For April, 1978, TEACHER for INFANTS, Scale 1, with a knowledge of music.

OTHERS

EUROPEAN LINKS CO-ORDINATOR, Scale 3, for 1st April, 1978, to work closely with Language Adviser combining duties as Resident: Warden of Somerset camp in Normandy during the summer and participate language Teacher in autumn/winter and co-ordination of Somerset's developing links with Europe, notably France and Germany. Fluency in a least one European language essential. Application forms and further details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date: 30th December, 1977.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated application forms and details (S.A.E. foolscap) from the Heads of the schools.

SECONDARY

KINGSMEAD SECONDARY, Wivelscombe (11-16 mixed comprehensive, 520)

For April, 1978, HEAD OF MATHEMATICS, scale 3 or 4. This is a senior post for which a well experienced teacher is required. The scale 4 post will be available for the successful candidate who will be expected to take on a pastoral role.

Closing date: 12 December.

PRIMARY DEPUTY HEADSHIP

ST. CUTHBERT'S C.E. V.C. INFANTS, Wells (130)

For April, 1978, DEPUTY HEAD for this Group 4 school. Interest in language development and music an advantage.

Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date: 3rd January, 1978.

PRIMARY

HENSTRIDGE C.E. V.C. PRIMARY, nr. Templecombe (87)

For April, 1978, TEACHER for INFANTS, Scale 1, with a knowledge of music.

OTHERS

EUROPEAN LINKS CO-ORDINATOR, Scale 3, for 1st April, 1978, to work closely with Language Adviser combining duties as Resident: Warden of Somerset camp in Normandy during the summer and participate language Teacher in autumn/winter and co-ordination of Somerset's developing links with Europe, notably France and Germany. Fluency in a least one European language essential. Application forms and further details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date: 30th December, 1977.

SECONDARY
Deputy Headships
continued

DEVON
LAKELAND VINCENT THOMPSON HIGH SCHOOL
(Voluntary Controlled C. of E. School for girls. 670 boys and girls)
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD TEACHER of this comprehensive school for pupils aged 12 to 18.
Vacancy arises due to promotion of the present holder to a headship.
Salary is interpreted with Group 9 (£8,463 to £9,087). The successful applicant will be expected to take up the appointment at the start of the Summer term 1978.
Application forms and further details (S.A.E.) please: Head Teacher, Vincent Thompson High School, Bickwell Avenue, Exeter.
Closing date: January 9, 1978.

DEVON
Warren Road, Torquay
TORLANDS SCHOOL
SECOND DEPUTY HEAD TEACHER
required for September, 1978
Weatlands is a bilateral grammar school of 1,000 boys and girls, with 1,100 pupils on roll and a sixth form of 300 pupils.
Applicants should be qualified and have had some experience in teaching children with language and reading difficulty. They should possess an appropriate qualification in remedial education and have an offer considerably scope for enthusiastic teachers who are able to work independently and able to a number of a team. Salary is Burnham Scale 3 plus travelling expenses.
Application forms and further details will be supplied by the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG, on receipt of a stamped addressed envelope.
The closing date is December 19, 1977.

DEVON
BRIXHAMPTON SCHOOL
Brixhampton
Required — qualified TEACHER to teach individual and small groups of children with specific learning difficulties. Experience with this age group desirable but not essential.
Scale 2 post for suitably qualified and experienced candidate.
Application forms (S.A.E.) from Education Officer, Tinpot Centre, Plymouth, returnable within 14 days.

Scale 1 Posts

LONDON, S.E.16
BACON'S C.E. COMPREHENSIVE SCHOOL
Rotherhithe Road, London, S.E.16
A SENIOR TEACHER (0.5) for SENSUAL WORK is required for January 1978. This is a fairly urban comprehensive school.
Apply to the Headmaster at the school, giving details and naming of two referees.

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWALE DIVISION
ST. GEORGE'S C.E. MIDDLE SCHOOL
St. George's Avenue, Sheerness
(420 Mixed 9-13 years)
TEACHER required for ART, for 11-13 year olds. Please state other interests. Good facilities. Scale 3 suitably experienced.
Applications in writing to the Headmaster at the school, giving names and addresses of two referees.

Modern Languages

Scale 1 Posts

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE GREENEY SCHOOL
Garden Walk, Royston SG8 7JP
(Mixed 11-18 comprehensive)
TEACHER of FRENCH (Scale 1) required in April, 1978. The school enjoys excellent facilities, including a French library. Every pupil follows the Avant French course in the third year and there is a French exchange with Rouen.
Further details from the Headmaster, to whom letter of application naming two referees should be sent as soon as possible.

Other than by Subject Classification

Scale 1 Posts

EAST SUSSEX
COUNTY COUNCIL
(Brighton Area)
ST. JOHN'S C.E. (A.E.) MIDDLE SCHOOL
Carlton Hill, Brighton
Required January, 1978: TEACHER FULL-TIME (experienced) TEACHER for First Year Middle Class. Girls' Games and Dance Studies.
Application forms available from the Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP, for return to the Headmaster at the school not later than December 30.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE GREENEY SCHOOL
Garden Walk, Royston SG8 7JP
Term TEACHER for Year 3 (Scale 1) required for April, 1978. Responsibility for full range of studies, mixed ability group, 10 year olds. Opportunity to teach subject of special interest. School enjoys excellent facilities.
Further details from the Headmaster, to whom letter of application naming two referees should be sent as soon as possible.

Appointments in Scotland

LOTHIAN REGIONAL COUNCIL
SPECIAL EDUCATIONAL SERVICES
ORMISTON PRIMARY SCHOOL
ORMISTON SPECIAL CLASS
There is a vacancy for a TEACHER to be appointed to this class in a unit of four special classes for mentally handicapped pupils attached to Ormiston Primary school. Applicants must have general teaching experience, preferably with some learning or remedial skills in upper primary classes or in a secondary school. Previous teaching experience and qualification, secondary or training will be considered after a period of satisfactory service. Further information may be obtained by contacting the head teacher (0-500018) or the Principal Psychologist or the Lothian Division (0-500081).
Salary is accordance with the current Scottish Teachers' Salaries Memorandum.

Secondary Deputy Headships

SUNDERLAND
Borough of
EDUCATION DEPARTMENT
BISHOPWEARMOUTH HIGH SCHOOL
Ryhope Road
Hill Lane, Houghton-le-Spring, Tyne and Wear, DH5 8HA
Required for 3rd April, 1978:
HEAD of HOME ECONOMICS (Scale 3) (with the subject to O.C.E. 'O' level).
Homework expenses and temporary lodging allowance may be granted in appropriate circumstances.
Application forms and further details individually from the Head Teacher on receipt of a stamped addressed foolscap envelope, to be returned to him by 23rd December, 1977, quoting appointment in January, 1978.
L. A. Hoong, Chief Executive
Town Hall and Civic Centre, Sunderland, SR1 7DN.

Scale 1 Posts

DEVON
BRIXHAM SCHOOL AND COMMUNITY COLLEGE
(Roll 1,700)
Co-educational Comprehensive, 11 to 18 age range
Required: ASSISTANT TEACHER (Scale 1) for LATIN (Junior Classes) required January or as soon as possible thereafter. To teach Latin from third year to Sixth Form. Also able to offer some Junior French in the 13 to 16 age range.
Application forms (S.A.E. foolscap envelope) from Headmaster, Brixham Community College, Brixham, Devon.
Closing date: 10th December.

LONDON, S.E.16
BACON'S C.E. COMPREHENSIVE SCHOOL
Rotherhithe Road, London, S.E.16
PART-TIME ART
Required for January, 1978, a part-time (0.5) TEACHER of ART for this 11-18 urban mixed comprehensive school. The school maintains a high standard of attendance, drama and discipline which will are important to success.
Apply by letter in the first instance, giving details and names of two referees, to the Headmaster at the school.

WIRRAL
(Metropolitan Borough of)
CATCH BULL HIGH SCHOOL
Meadow Way, Wirral
For January, 1978, a suitably qualified TEACHER of ART to teach the subject at all levels including the work of the Art Home Economics Flat and Music Department. A well qualified and experienced teacher is required who is sympathetic to the development of an integrated curriculum, where this is appropriate. Candidates who have hold posts in a Heavy Craft or Technical Department should have a wide knowledge of Design and Technology.
Candidates should have already held posts of major responsibility in a large school and should have shown ability to lead a team of staff, enthusiasm, personality and the ability to inspire others and be as important as academic qualifications.
Application forms and further information (stamped addressed envelope) from Mr. W. J. Harris, Headmaster, to be returned within fourteen days of the appearance of this advertisement.

Careers

Other Posts on Scale 2 and above

ESSEX
STEWARDS COMPREHENSIVE SCHOOL
Pershore Road, Harlow
Tel.: (Harlow 21202)
CAREERS
Scale 3. Required for January or Easter. Scale 3 may be available for well qualified and experienced candidate.
Applications in writing to the Headmaster (foolscap s.a.e. please) at the school.

Commercial Subjects

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWANLEY SCHOOL
Swanley, Kent BR8 7PE
Rapidly large comprehensive school with full range of intake, mixed, 11-18, 600 in Sixth Form.
Required for January, 1978:
BUSINESS STUDIES, to share the teaching of Commerce and Accounts to 'O' level and 'CSE' and to 'A' level Business Studies.
Application is by letter to the Headmaster at the school, giving details and naming referees. (No forms.)

Domestic Subjects

Heads of Department

BEDFORDSHIRE
EDUCATION COMMITTEE
SOUTHERN AREA
VANDYKE UPPER SCHOOL
Vandyke Road, Leighton Buzzard, Bedfordshire
Headmaster: Mr. B. Vaughan, B.A.
Required for January, 1978, HEAD of HOME ECONOMICS, Scale 3.
Girls developing new Upper School.
Application forms available from and returnable to Headmaster (S.A.E. please).

DEVON
COOMBE DEAN COMPREHENSIVE SCHOOL
Chomleigh Way, Elburton, Plymouth
(Now 11-16 developing school: 640 on roll)
Required for September, 1978, HEAD of HOME ECONOMICS (Scale 3).
Applicants should be able to contribute vigorously to the development of this comprehensive school.
Application forms and further information (stamped addressed envelope) from Mr. W. J. Harris, Headmaster, to be returned within fourteen days of the appearance of this advertisement.

ST. HELENS
EDUCATION COMMITTEE
HAINAULT HIGH SCHOOL
(1,100 mixed, 11-18 years comprehensive)
Portico Lane, Prescot, Merseyside
HEAD OF HOME ECONOMICS (Scale 3) to teach to 'A' level. Closing date December 31, 1977.
Application forms are available from the Head Teacher to whom they should be returned immediately.

Other Posts on Scale 2 and above

DERBYSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
TRADITIONAL SERVICE
Suitably qualified TEACHERS are invited to apply for the post of REMEDIAL ADVISORY TEACHER for the Derby Area.
Applicants should be experienced in teaching children with language and reading difficulty. They should possess an appropriate qualification in remedial education and have an offer considerably scope for enthusiastic teachers who are able to work independently and able to a number of a team. Salary is Burnham Scale 3 plus travelling expenses.
Application forms and further details will be supplied by the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG, on receipt of a stamped addressed envelope.
The closing date is December 19, 1977.

DEVON
BRIXHAMPTON SCHOOL
Brixhampton
Required — qualified TEACHER to teach individual and small groups of children with specific learning difficulties. Experience with this age group desirable but not essential.
Scale 2 post for suitably qualified and experienced candidate.
Application forms (S.A.E.) from Education Officer, Tinpot Centre, Plymouth, returnable within 14 days.

Scale 1 Posts

LONDON, S.E.16
BACON'S C.E. COMPREHENSIVE SCHOOL
Rotherhithe Road, London, S.E.16
A SENIOR TEACHER (0.5) for SENSUAL WORK is required for January 1978. This is a fairly urban comprehensive school.
Apply to the Headmaster at the school, giving details and naming of two referees.

By Subject Classification

Art and Design

Heads of Department

DEVON
COOMBE DEAN COMPREHENSIVE SCHOOL
Chomleigh Way, Elburton, Plymouth
(Now 11-16 developing school: 640 on roll in September)
Required for September, 1978, Head of COMMUNICATIONS (Scale 3). Specialist subject qualifications will be responsible for co-ordinating the work of the English, Drama, Modern Languages and Library Media Centre. Staff will be a member of the team of these other faculty heads responsible to the Curriculum Development Committee for the development and inter faculty development of the school.
Candidates should have already held posts of major responsibility in a large school and should have shown the ability to lead a team of staff.
Enthusiasm, personality and the ability to inspire others are just as important as academic qualifications.
Application forms and further information (stamped addressed envelope) from Mr. W. J. Harris, Headmaster, to be returned within fourteen days of the appearance of this advertisement.

NORFOLK
COUNTY COUNCIL
Education Department

Required for 1st May, 1978

HEAD
for
DEREHAM NORTHGATE HIGH SCHOOL
(Group 10—Roll : 634)

The school was reorganised on 1st September, 1977, as a co-educational all-ability High School for pupils of 12-16 years.

Application forms and further details may be obtained from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, a stamped, addressed foolscap envelope must be enclosed.

Completed forms should be rorurned not later than 21st December, 1977.

Scale 1 Posts

LIVERPOOL
ST. ANNE'S C.E. SECONDARY BOYS RC SCHOOL
Everton Brow
Liverpool, L7 3EU
Required for January, or as soon as possible thereafter:
TEACHER of MATHEMATICS (Scale 1) for 11-16 year old boys, willing to coach rugby.
Terms obtainable from Mr. [illegible] and reputable to the Head Teacher. Quote reference [illegible]. Closing date 19th December.

LONDON, S.E.16
BACON'S C.E. COMPREHENSIVE SCHOOL
Rotherhithe Road, London, S.E.16
PART-TIME ART
Required for January, 1978, a part-time (0.5) TEACHER of ART for this 11-18 urban mixed comprehensive school. The school maintains a high standard of attendance, drama and discipline which will are important to success.
Apply by letter in the first instance, giving details and names of two referees, to the Headmaster at the school.

WIRRAL
(Metropolitan Borough of)
CATCH BULL HIGH SCHOOL
Meadow Way, Wirral
For January, 1978, a suitably qualified TEACHER of ART to teach the subject at all levels including the work of the Art, Home Economics Flat and Music Department. A well qualified and experienced teacher is required who is sympathetic to the development of an integrated curriculum, where this is appropriate. Candidates who have hold posts in a Heavy Craft or Technical Department should have a wide knowledge of Design and Technology.
Candidates should have already held posts of major responsibility in a large school and should have shown ability to lead a team of staff, enthusiasm, personality and the ability to inspire others are just as important as academic qualifications.
Application forms and further information (stamped addressed envelope) from Mr. W. J. Harris, Headmaster, to be returned within fourteen days of the appearance of this advertisement.

ST. HELENS
EDUCATION COMMITTEE
HAINAULT HIGH SCHOOL
(1,100 mixed, 11-18 years comprehensive)
Portico Lane, Prescot, Merseyside
HEAD OF HOME ECONOMICS (Scale 3) to teach to 'A' level. Closing date December 31, 1977.
Application forms are available from the Head Teacher to whom they should be returned immediately.

SUNDERLAND
Borough of
EDUCATION DEPARTMENT
BISHOPWEARMOUTH HIGH SCHOOL
Ryhope Road
Hill Lane, Houghton-le-Spring, Tyne and Wear, DH5 8HA
Required for 3rd April, 1978:
HEAD of HOME ECONOMICS (Scale 3) (with the subject to O.C.E. 'O' level).
Homework expenses and temporary lodging allowance may be granted in appropriate circumstances.
Application forms and further details individually from the Head Teacher on receipt of a stamped addressed foolscap envelope, to be returned to him by 23rd December, 1977, quoting appointment in January, 1978.
L. A. Hoong, Chief Executive
Town Hall and Civic Centre, Sunderland, SR1 7DN.

Scale 1 Posts

DEVON
BRIXHAM SCHOOL AND COMMUNITY COLLEGE
(Roll 1,700)
Co-educational Comprehensive, 11 to 18 age range
Required: ASSISTANT TEACHER (Scale 1) for LATIN (Junior classes) required January or as soon as possible thereafter. To teach Latin from third year to Sixth Form. Also able to offer some Junior French in the 13 to 16 age range.
Application forms (S.A.E. foolscap envelope) from Headmaster, Brixham Community College, Brixham, Devon.
Closing date: 10th December.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
NORTHLEAS SCHOOL FOR GIRLS
Hall Road, Northlees, Kent
(Roll 915)
Required: TEACHER of NEEDLEWORK for January or two terms only.
Applications (S.A.E. please) to the Headmistress as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
WHITLEY MOUNT JUNIOR
Turnbridge Avenue, Dewsbury
(5-11 (Full) plus 180 sixth form)
Required for January 1978 or as soon as possible thereafter:
TEACHER Scale 1 for NEEDLEWORK.
Further details from the Head Teacher to whom letters of application stating full personal details and names of two referees should be sent as soon as possible.

LONDON, S.E.16
BACON'S C.E. COMPREHENSIVE SCHOOL
Rotherhithe Road, London, S.E.16
PART-TIME NEEDLEWORK
Required for January, 1978, a part-time (0.5) TEACHER of NEEDLEWORK for this mixed comprehensive school.
The school maintains a high standard of attendance, drama and discipline which will are important to success.
Apply by letter in the first instance, giving details and names of two referees, to the Headmaster at the school.

OXFORDSHIRE
COUNTY COUNCIL
PERN SPINNEY
Sandy Lane West,
Littlemore, Oxford
(Mixed Upper School
1,318 pupils on roll)
Required January, 1978, for immediately five months, a well qualified TEACHER of NEEDLEWORK throughout the school, to share the teaching work (C.S.E. 1st year and 'O' levels). Scale 1, Point 1. Interest in embroidery and design would be desirable.
The successful applicant would be expected to participate fully in the work of the Department which would include costume/wardrobe for school production.
Apply to the Headteacher at the school.

ROTHERHAM
Metropolitan Borough of
EDUCATION DEPARTMENT
DINNINGTON COMPREHENSIVE SCHOOL
(1,100 Mixed, Rampx. 2,000 on roll 11-18 years)
Required for January, 1978:
ASSISTANT TEACHER, Scale 1
Necessary for HOME ECONOMICS
A Department of five. Opportunity to share in work as to "A" level.
Closing date: 20th December, 1977.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Moorgate Street, Rotherham. Tel. 2191. Quote [illegible].
J. E. Ellis, Director of Personnel Services.

VOLUNTARY SERVICE OVERSEAS
Offers you the challenge and experience of two years HOME ECONOMICS TEACHING with a difference. Apply now for January or September, 1978, in Zambia and Kenya.
Public expenses, institution, board and gratuitous rations will be paid. Of your new syllabus, Needlework specialists also required.
Travel expenses, local allowance, insurance payment of NI and superannuation. For further details write to Appointments Dept. (TES/TUES), 9 VSO, 14 Belgrave Bridge Road, London, SW2 1BA. Tel.: 01-262 2611.

English

Heads of Department

DEVON
COOMBE DEAN COMPREHENSIVE SCHOOL
Chomleigh Way, Elburton, Plymouth
(Now 11-16 developing school: 640 on roll in September)
Required for September, 1978, Head of COMMUNICATIONS (Scale 3). Specialist subject qualifications will be responsible for co-ordinating the work of the English, Drama, Modern Languages and Library Media Centre. Staff will be a member of the team of these other faculty heads responsible to the Curriculum Development Committee for the development and inter faculty development of the school.
Candidates should have already held posts of major responsibility in a large school and should have shown the ability to lead a team of staff.
Enthusiasm, personality and the ability to inspire others are just as important as academic qualifications.
Application forms and further information (stamped addressed envelope) from Mr. W. J. Harris, Headmaster, to be returned within fourteen days of the appearance of this advertisement.

Somerset

County Council

HEAD

SISHOP FOX'S SCHOOL
Taunton (Readvertisement)
(at present a girls' Grammer School)

Currently 11-18 with 963 girls on roll, but to become one of five 11-16 schools serving the area upon reorganisation of secondary schools in September, 1978.

There will be a mixed intake from 1979 or 1980.

Required for 1978, Head of this Group 8 school (plus additional payments for intake period when numbers are in excess of eventual size of school).

Application forms and details (S.A.E.) from Staffing (T) Section, County Hall, Taunton. Previous applicants will remain under consideration. Closing date December 31st.

Walsall Metropolitan Borough Education Committee
Sneyd Comprehensive School, Walsall

Applications are invited from suitably qualified and experienced candidates for the :—

HEAD DESIGNATE

of the above school which will be tenable from April, 1978. The school is a new 10 form entry mixed Comprehensive School for children from the ages of 11 to 18.
The school is a designated Community School having a wide range of Adult, Youth and extra curricular activities over which the Head Teacher has senior responsibility.

Salisbury J.M.I. School, Salisbury Street, Darlaston (Group 5, on roll 238, including 41 in Nursery Unit)
This is a Social Priority School.
Applications are invited from suitably qualified and experienced candidates for the :—

HEADSHIP

of the above school, which will be tenable from April, 1978.

New Invention Infant School, Cannock Road, New Invention, Willenhall
(Group 5, on roll 268, including 45 in Nursery Unit)
Applications are invited from suitably qualified and experienced candidates for the :—

HEADSHIP

of the above school, which will be tenable from April, 1978.

Chuckery Infants' School, Lincoln Road, Walsall
(Group 5, on roll 244)
Applications are invited from suitably qualified and experienced candidates for the :—

HEADSHIP

of the above school, which will be tenable from September, 1978.

Application forms and further particulars for the above mentioned posts are obtainable from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall, WS1 1DG, to whom they should be returned by Wednesday, December 21, 1977.

Education Department

Applications are invited from suitably qualified teachers for the following posts :—

Deputy Head

ALDERMAN WHITE COMPREHENSIVE SCHOOL
Chilwell Lane, Bramcote, Beeston, Nottingham NG9 3DU
Headmaster Designate, W. Daniels
Mixed, Approximately 970, (11-19)

For April or September, Deputy Head (Curriculum) Group 10. To advise the Headmaster on all aspects of school organization, staffing, and the development of strong home/school/community links. Direct responsibility for the academic development of the school, the timetable, option schemes, etc.

Application forms and further details available from the Headmaster. Closing date, January 4, 1978.

Deputy Head

THE PARK COMPREHENSIVE SCHOOL
Bramcote, Beeston, Nottingham
Headmaster Designate, T. D. Roberts, B.A.
Mixed, Approximately 800 (11-16)

For April or September, Deputy Head (Group 10). The post will carry responsibilities for academic co-ordination curricular development and pastoral care. Direct responsibility for 300 place purpose built lower school unit.

Application forms and further details available from the Headmaster (care of Bramcote Hills Secondary Boys' School, Beeston, Nottingham).

Closing date January 4, 1978.

Nottinghamshire County Council

SECONDARY
English
continued

ESSEX

THE GREENSWARD SCHOOL
(Roll 1,200)
Greenaward Lane,
Hockley, SS5 5HS
Tel.: Hockley 2071

HEAD OF ENGLISH

Scale 4. Well qualified, experienced TEACHER to take over from Easter 1978, through timetabling in Autumn-term 1978 (Competitively Computer-assisted courses) for London GCE Examination Board examination courses. Drama facilities. Immediate Drama Theatre. Very friendly staff. Very happy school.

Teacher B.A.E. to Headmaster for application form and further particulars. Previous applicants will be accepted.

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
WINTERTON COMPREHENSIVE SCHOOL
Winterton, near Scunthorpe
Headmaster: A. Ecclestone
No. on Roll: 840

Required for Easter, 1978 a well qualified and experienced linguists to teach French in MODERN LANGUAGES DEPARTMENT.

Scale 1 Post.

A Winterton situated six miles N.E. of Scunthorpe. The school was built in 1971 and caters for 12-19 years.

The District Council is prepared to consider redeals for housing.

Application forms may be obtained from the Headmaster at the school (or at Divisional Office) and should be returned by 13th January, 1978.

NEWHAM

(London Borough of)
COMPREHENSIVE SCHOOLS
SCALE: 1 POSTS
Re-advertisement

RAINE HOWNELL SCHOOL
Romford Road, London E15 4LP
Roll: 1,840 pupils

Head Teacher, Mrs. P. A. Thomas, Ph.D.

Required for April, 1978:—

A TEACHER of ENGLISH (Scale 4)

The successful applicant must be capable of stimulating and supervising the work of a large and developing department with good A-level results. C.S.E. — O and A-level Scale. The school is situated in a large, fairly stable area served by Saint Mary and Saint John and Central Line transport.

Minimum Broken Time London Allowance £400 plus Special Priority Allowance £400 and £475.

For further information please contact Head Teacher, Tel: 01-534 6791.

Application forms may be obtained from the undersigned to whom they should be returned by Friday, December, 1977.

J. D. Walker, B.Sc., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
DUN LANE AND ST. CHAD R.C. COMPREHENSIVE SCHOOL
Dunstall Lane, Wolverhampton
Headmaster: Mr. J. Tomlinson
Deputy Headmaster: Mr. J. Kelly
Roll: 1,000 (Mixed)

(Ref. D. V. McKeating)

Applications are invited from suitably qualified and experienced candidates who are practising Catholics for the undermentioned vacancy:

HEAD OF
ENGLISH DEPARTMENT
(Scale 4)

This new Comprehensive School opens in September 1978 and is being formed from the 11+ intake amalgamation of the R.C. Grammar Schools for Boys and Girls and will accommodate five years intake in a full comprehensive School.

Detailed information and application forms in the first place may be obtained from the Director of Education, Mr. K. P. Bonn, B.Sc., Education Offices, Darwall St., Wolverhampton, WV1 3BB, to whom they should be returned by the Chairman of the Governors, Mrs. Bernadette Ellis, Dunstall Parsonage, Griffiths Drive, Wednesfield, Wolverhampton, as soon as possible.

Other Posts on Scale 2 and above

LONDON, S.E.16

ALEXIS'S C.E. COMPREHENSIVE SCHOOL
Dalcford Road
ENGLISH—SCALE 2

Required, as soon as possible, a TEACHER of ENGLISH. Preference will be given to a Graduate with good prospects of promotion. Duties will include upper and sixth form teaching and subsidiary responsibilities. Strong disciplinary staff are expected to support.

Apply by letter in the first instance, giving details and names of two referees, to the Headmaster at the school.

HERTFORDSHIRE

(County Council)
ST. JULIANS GIRLS' SCHOOL
Watling Street, St. Albans
ENGLISH
ST. JULIANS DIVISION
TEACHER of ENGLISH required for Easter 1978 to teach English throughout the school. Would be required to assist in external examinations and drama. Senior school work linked with Boys' School and assist camping. Post above Scale 2 could be available.

Applications, to Headmistress, naming two referees.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MIDDAY DIVISION
CHATHAM ST. JOHN FISHER R.C. SECONDARY SCHOOL
Dongola Road, Chatham
(Roll 840 mixed, 85 Sixth Form)
ENGLISH SCALE 1 (Ref. 4)

Applications are invited from suitably qualified applicants, required for January, 1978, to teach English to all abilities. Some experience in teaching English to examination classes essential. Applicants from new graduates with drive will be considered. The school has a fully equipped new and large hall.

The school is scheduled to amalgamate with Brompton Hill Comprehensive from September, 1978. There are double-stream intakes in modern buildings overlooking river.

Applications to the Headmaster, giving name of courses of two referees.

SHROPSHIRE

EDUCATION COMMITTEE
WAKEMAN SCHOOL (Mixed Grammar)
Abbey Foregate, Shrewsbury SY2

Required January, 1978, ENGLISH TEACHER to teach to "A" Level essential.

Applications, letter only, to the Headmaster, immediately, giving full qualifications, experience, and other details.

Applications and further details may be obtained from the Headmistress, St. Phillomena Hill, Hereford.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978, qualified TEACHER of ENGLISH, or MODERN LANGUAGES/STUDIES for a wide range of English language teaching posts in developing Countries, such as Indonesia, Tanzania, Egypt, East Malaysia. Posts available in Secondary Schools, Teacher Training Colleges, Universities.

Local salary/volunteer terms of service including payment of NI and superannuation.

For further details and application forms, contact Michael Shaw (Ref. TES/9/12/77), at 9 Belgrave Square, London SW1 8QZ. (Tel: 01-262 2011).

WALTHAM FOREST

(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London Allowance in addition to salary possible.

Required for January, 1978:

WILLIAM MORRIS HIGH SCHOOL
Crooked Road, London E17 5QH
Acting Head Teacher: Mr. I. A. Walker

ENGLISH TEACHER required for a lively and progressive Department in the mixed comprehensive High School (11-18 years). The successful candidate will be expected to teach within a mixed ability, multi-racial structure.

Apply by letter giving details of qualifications and experience and the names of two referees to the Head Teacher-designate, Mr. Lilley, B.A.(Ed.). Invites to reach us by 6th December, 1977. Please include a "phone number.

(Borough of Haringey)

BIDEFORDSHIRE

EDUCATION SERVICE
BIDEFORD AREA
CANDAFF HIGH SCHOOL
Lane Lane, Barnstaple, North Devon

Required for January, 1978, an experienced teacher to teach English range in ability 11 to 18 comprehensive school. Ability to teach to O-level and A-level courses essential. Ability to teach Drama looked for.

Application forms available from the Headmaster, Mr. J. Hitchcock, B.A.(Ed.), to whom they should be returned not later than 16th December.

ESSEX

CECIL JONES HIGH SCHOOL
(Roll 1,200)
Eastern Avenue,
Southend-on-Sea
ENGLISH

Required January, 1978, ASSISTANT for ENGLISH to B.A.(Ed.) Scale 1 (Ref. 4) to offer Malthouse at 6 lower level. Should have particular interest in average and below average pupils. Eight-form entry comprehensive school with strong and particular English and Mathematics Departments.

Apply initially by letter to the Headmaster from whom detailed information can be obtained (Enclose S.A.E.).

EAST SUSSEX

COUNTY COUNCIL
BRIGHTON AREA
TRADERS HIGH SCHOOL
Wilson Avenue, Brighton

Required April or January, 1978: ENGLISH TEACHER to teach English to all abilities. Drama Studies. Applicants should be well qualified and experienced.

Application forms available from, and for return to, the Headmaster at the school, as soon as possible.

GLOUCESTERSHIRE

HOCKWORTH SCHOOL
Mill Lane, Brockworth
(11 to 18 comprehensive
1,070 on roll)

Wanted as soon as possible, TEACHER of GEOGRAPHY, Scale 1. Ability to develop the school to 6-form entry. Physical Geographer with Field Work as advantage. An interest in interdisciplinary work in environmental studies also looked for.

Apply by letter to the Headmaster, giving curriculum vitae, reasons for applying and names of two referees.

LEICESTERSHIRE

BEAUMONT LEYS SCHOOL
Aylestone Road, Leicester
Comprehensive 11-18
(Roll 1,450)

GEOGRAPHY AND
ENVIRONMENTAL STUDIES
(Scale 1)

Required immediately, TEACHER of GEOGRAPHY and ENVIRONMENTAL STUDIES.

Further details from the Head, Ms. Jane Immelfelt (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

LONDON, E.1

ST. JOHN CASS'S FOUNDATION AND HIGH SECTION SCHOOL
(MIXED SECONDARY SCHOOL)
Stepney Way, London E1 0HH
(700 boys and girls)

Headmistress designate: Miss Joan M. Hayes, O.B.E.

Required in January, or as soon as possible thereafter, a suitably qualified MASTER/MISTRESS to teach GEOGRAPHY in the entire age and ability range, including Sixth Form. Ability to develop the own field of the subject is essential, as is a willingness to share in the life of a multi-racial school.

Salary according to Scale 1, Spine 3, Point 1 (£2,397) plus London Allowance of £400 per annum, as at present qualified teachers.

Application forms and further details from the Headmaster (Ref. 1) at the address above.

Application forms should be returned within four weeks of the appearance of this advertisement.

Other Posts on Scale 2 and above

NORTH YORKSHIRE

(County of)
THE GRANGE SCHOOL
Grange Road, Harrogate
(Girls 11-16 Co-educational Comprehensive)

Required for Easter, 1978: MASTER or MISTRESS, Scale 2, to organise and take special responsibility for common core HUMANITIES courses for the whole range of ability in the fourth and fifth years. Ability to teach one other subject to be discussed. Special recommendation.

Apply with curriculum vitae and the names of two referees to the Headmistress, The Grange School, Woodlands Drive, Scarborough YO13 0AW.

Scale 1 Poste

HAMPSHIRE

THE HURN SCHOOL
Christchurch, Dorset, Bournemouth
(11-16 Co-educational Comprehensive)

Required for Easter, 1978: MASTER or MISTRESS, Scale 2, to organise and take special responsibility for common core HUMANITIES courses for the whole range of ability in the fourth and fifth years. Ability to teach one other subject to be discussed. Special recommendation.

Apply with curriculum vitae and the names of two referees to the Headmaster, The Grange School, Woodlands Drive, Scarborough YO13 0AW.

Scale 1 Posts

BEDFORDSHIRE

EDUCATION SERVICE
SOUTHERN AREA
THE BEECH HIGH COLLEGE
Leagrave Hill Road, Luton, Beds
Principal: Mr. Ian Hamilton, B.Sc. (Econ.)

Required for January, 1978, TEACHER of HISTORY and SOCIAL STUDIES, Scale 1.

Some Assistance with accommodation may be possible.

Application forms obtainable from and returnable to the Principal.

BRENT

(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley
HA9 8NA

(Roll 1,100, expanding in Sept. seven-form entry 11-18 approximately 200 in well-established Sixth Form. Excellent modern facilities in all subjects.)

Required from January if possible, TEACHER for HISTORY up to G.C.E. "O" and G.C.E. level. There are established R.S.E. "O" and "A" level courses. Ability to offer a little Religious Education on revised syllabus.

London Allowance of £400 per annum is payable and there is a scheme for assistance with removal expenses, legal fees etc., travelling and lodging allowances.

Candidates should apply by letter in the first instance within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

Humanities

Head of Department

DEVON

CORNWALL
COOMBE OLEAN COMPREHENSIVE SCHOOL
Churchill Way, Ellerton, Plymouth
(Now 11 to 18 developing school: 600 on roll in September)

Required for September, 1978: HEAD of SOCIAL SCIENCES FACULTY. Scale 4. The successful candidate will be expected also to co-ordinating the work of the Humanities Faculty, to lead a model population and will be a Faculty Head. Generally in the Faculty Head's responsibility is the development of Social Studies courses for the 14-16 age range. Ability to teach Geography in the entire age and ability range, including Sixth Form, is desirable. The school is a 6-form entry 11-18 comprehensive with a Sixth Form of 150. Well equipped with a good range of specialist accommodation, including a well-equipped Humanities Centre. Ability to teach other subjects are the majority as at present qualified teachers.

Application forms and further information, stamped addressed envelope from the Headmaster to be returned within fourteen days of the appearance of this advertisement.

HERTFORDSHIRE

(County Council)
THE SOLE SCHOOL
Wayne Road, Hertford

Group 10. All Ability. 700 pupils

An experienced qualified graduate teacher is invited as HEAD OF MATHEMATICS (Scale 4) from January, 1978. Initially pupils use a Scottish Mathematics Project (M.A.P.I.E.) which is followed by a syllabus based on G.C.E. C.S.E. and "A" level Courses are well established as well as "O" level syllabus. A Hertfordshire Mathematics Achievement Centre is also offered.

Apply directly in writing as soon as possible to the Headmaster, giving details of qualifications and experience and the names and addresses of two referees.

Other Posts on Scale 2 and above

DERBYSHIRE

HEANOR SCHOOL
Heanor, Derbyshire
Comprehensive school with Comprehensive Sixth Form in Amalgamation (Mixed 11-18 Comprehensive)

Required for Easter, 1978, experienced TEACHER of MATHEMATICS (Scale 2) or Second in Department, to teach Mathematics to a large and growing department. Ability to teach Mathematics to "O" level. Good teaching and organisation essential. Experience in Statistical Mathematics also desirable.

Application forms available from the Head Teacher, to whom should be returned immediately.

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
OUR LADY'S R.C. HIGH SCHOOL
Tettenhall Road, Wolverhampton
Headmistress: Miss Lawrence

Required for January, 1978:

TEACHER of MATHEMATICS

Applications are invited from suitably qualified and experienced candidates who are practising Catholics for the undermentioned vacancy:

HEAD OF
MATHEMATICS DEPARTMENT
(Scale 4)

This new Comprehensive School opens in September 1978 and is being formed from the 11+ intake amalgamation of the R.C. Grammar Schools for Boys and Girls and will accommodate five years intake in a full comprehensive School.

Detailed information and application forms in the first place may be obtained from the Director of Education, Mr. K. P. Bonn, B.Sc., Education Offices, Darwall St., Wolverhampton, WV1 3BB, to whom they should be returned by the Chairman of the Governors, Mrs. Bernadette Ellis, Dunstall Parsonage, Griffiths Drive, Wednesfield, Wolverhampton, as soon as possible.

Other Posts on Scale 2 and above

DERBYSHIRE

HEANOR SCHOOL
Heanor, Derbyshire
Comprehensive school with Comprehensive Sixth Form in Amalgamation (Mixed 11-18 Comprehensive)

Required for Easter, 1978, experienced TEACHER of MATHEMATICS (Scale 2) or Second in Department, to teach Mathematics to a large and growing department. Ability to teach Mathematics to "O" level. Good teaching and organisation essential. Experience in Statistical Mathematics also desirable.

Application forms available from the Head Teacher, to whom should be returned immediately.

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
OUR LADY'S R.C. HIGH SCHOOL
Tettenhall Road, Wolverhampton
Headmistress: Miss Lawrence

Required for January, 1978:

TEACHER of MATHEMATICS

Applications are invited from suitably qualified and experienced candidates who are practising Catholics for the undermentioned vacancy:

HEAD OF
MATHEMATICS DEPARTMENT
(Scale 4)

This new Comprehensive School opens in September 1978 and is being formed from the 11+ intake amalgamation of the R.C. Grammar Schools for Boys and Girls and will accommodate five years intake in a full comprehensive School.

Detailed information and application forms in the first place may be obtained from the Director of Education, Mr. K. P. Bonn, B.Sc., Education Offices, Darwall St., Wolverhampton, WV1 3BB, to whom they should be returned by the Chairman of the Governors, Mrs. Bernadette Ellis, Dunstall Parsonage, Griffiths Drive, Wednesfield, Wolverhampton, as soon as possible.

Scale 1 Poets

BERKSHIRE

WARREN FIELD SCHOOL
Warren Field Lane
Slough, SL1 3QS
(Girls 11-18)

Required January, for Spring Term, 1978: ENGLISH TEACHER or TEACHER for MATHEMATICS, full or part time. Scale 1 (Ref. 4) and Allowance £400.

Apply with full details, naming two referees, to Headmaster at school (S.A.E.).

BEXLEY

(London Borough of)
ENGLISH TEACHER able to work in public examinations level courses as soon as possible.

Scale 1 plus London Allowance £397. Inner London Allowance £400.

Application forms obtainable from the Headmistress, Mrs. Ann Chapman, Bexley Girls' High School, Hurst Road, Bexley, Kent.

DERBYSHIRE

ST. THOMAS MORE R.C. SCHOOL
Upper Hope Road
Gorton, Manchester
(Co-form entry: 11-18 Comprehensive)

Required for Easter, 1978, experienced TEACHER of MATHEMATICS (Scale 1) or Second in Department, to teach Mathematics to "O" and "A" level courses (Statistics).

Applications especially welcomed from suitably qualified teachers, R.C. preferred.

Details and forms (S.A.E. please) from the Headmaster at the school. Closing date for receipt of applications January 9, 1978.

DEVON

BARNSTAPLE SCHOOL
Tapland Lane, Barnstaple
(Roll 1,000 Co-educational Comprehensive 11 to 16). Scale 1

Required January, 1978, for Mathematics Department, a TEACHER to teach all levels. Ability to assist with Sixth Form Mathematics desirable.

Apply initially by letter to the Headmaster, Mr. Ronald Ellis, B.Sc.(Hons), Ph.D., from whom detailed information can be obtained (Enclose S.A.E.).

GLOUCESTERSHIRE

CHELTENHAM, BOURNSIDE SCHOOL
Warden Hill Road, Cheltenham

TEACHER of MATHEMATICS required for after Easter 1978, to teach all years, preferably Scale 1 but Scale 2 considered if a suitable applicant.

Forms and details from the Headmaster for receipt of stamped addressed envelope.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MIDDAY DIVISION
CHATHAM SOUTH SECONDARY SCHOOL
Dongola Road, Chatham

A TEACHER of MATHEMATICS is required for the Spring term 1978 to teach throughout the school including consolidation work, consolidation of modern and traditional Mathematics in unusual mixed ability groups.

There is a possibility that the post might be for a longer period of time.

Apply by letter to the Headmaster immediately, giving full names and addresses of two referees, or telephone Medway 40477 for further information.

SANDWELL

(Metropolitan Borough of)
GEORGE SALTER HIGH SCHOOL
(11-18 Mixed Comprehensive)

Required for summer term 1978:

Well qualified TEACHER for MATHEMATICS.

To join large department. Scale 1 post plus Allowance for suitable applicant. The successful candidate will be expected to teach to G.C.E. and C.S.E. Level.

Application forms available from Education Officer, Education Offices, Shireland, Smethwick, Warley, West Midlands, to be returned within 14 days of this appearance.

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
ST. PETER'S C. OF E. (A) HIGH SCHOOL
Dunstall Lane, Wolverhampton

TEACHER of MATHEMATICS required for January, 1978, to teach all years, preferably Scale 1 but Scale 2 considered if a suitable applicant.

Forms and details from the Headmaster for receipt of stamped addressed envelope.

Scale 1 Poets

ESSEX

CECIL JONES HIGH SCHOOL
(Roll 1,200)
Eastern Avenue, Southend-on-Sea
Tel.: Southend-on-Sea 60000

ENGLISH

Required January, 1978, ASSISTANT for ENGLISH to B.A.(Ed.) Scale 1 (Ref. 4) to offer Malthouse at 6 lower level. Should have particular interest in average and below average pupils. Eight-form entry comprehensive school with strong and particular English and Mathematics Departments.

Apply initially by letter to the Headmaster from whom detailed information can be obtained (Enclose S.A.E.).

HAMPSHIRE

BADLEY COMPREHENSIVE SCHOOL
Long Lane, Fowley, Southampton
(Roll 1,200: 11-16 Scale 1)

ENGLISH, including CSE and "O" level courses required some time during January 1978 to start January 1978.

Letters of application quoting two referees should be sent to the Headmaster as soon as possible.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MIDDAY DIVISION
CHATHAM ST. JOHN FISHER R.C. SECONDARY SCHOOL
Dongola Road, Chatham
(Roll 840 mixed, 85 Sixth Form)
ENGLISH SCALE 1 (Ref. 4)

Applications are invited from suitably qualified applicants, required for January, 1978, to teach English to all abilities. Some experience in teaching English to examination classes essential. Applicants from new graduates with drive will be considered. The school has a fully equipped new and large hall.

The school is scheduled to amalgamate with Brompton Hill Comprehensive from September, 1978. There are double-stream intakes in modern buildings overlooking river.

Applications to the Headmaster, giving name of courses of two referees.

LEICESTERSHIRE

MARKET BOSWORTH HIGH SCHOOL
Station Road,
Market Bosworth,
Nuneaton, Warks.

In the Leicestershire Plan for the Organisation of Secondary Education

High 11-14
(Roll 750)

ENGLISH
(Scale 1)

Required January or April, flourishing department. Large Sixth Form. Preference given to Graduates.

Further details from the Head, Angie Immelfelt (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

LONDON, E.1

ST. JOHN CASS'S FOUNDATION AND HIGH SECTION SCHOOL
(MIXED SECONDARY SCHOOL)
Stepney Way, London E1 0HH
(700 boys and girls)

Headmistress designate: Miss Joan M. Hayes, O.B.E.

Required in January, or as soon as possible thereafter, a suitably qualified MASTER/MISTRESS to teach GEOGRAPHY in the entire age and ability range, including Sixth Form. Ability to develop the own field of the subject is essential, as is a willingness to share in the life of a multi-racial school.

Salary according to Scale 1, Spine 3, Point 1 (£2,397) plus London Allowance of £400 per annum, as at present qualified teachers.

Application forms and further details from the Headmaster (Ref. 1) at the address above.

Application forms should be returned within four weeks of the appearance of this advertisement.

History

Heads of Department

SUTTON

(London Borough of)
SANTON WOOD HIGH SCHOOL
Stanley Park Road, Carshalton,
Surrey SM5 3NP
Co-Educational, Roll 700.

Social Studies forms. HEAD OF DEPARTMENT.

Required January, 1978, a TEACHER of HISTORY. Applicants should have experience of successfully teaching the subject to "O" level and CSE Mode 3 pool available for the candidate who can demonstrate a willingness to lead a department consisting of history, geography and social studies staff.

Applications in the first instance by letter with curriculum vitae in the first place to the Borough Education Officer, Civic Centre, Sutton and London Weighting, £397.

STAFFORDSHIRE

EDUCATION COMMITTEE
LICHFIELD (A)
COMPREHENSIVE SCHOOL
Market Road, Lichfield
Required for January, 1978, ASSISTANT TEACHER of MATHEMATICS to teach all abilities.

Application forms, obtainable from the Headmaster, to be returned immediately.

SUFFOLK

COUNTY COUNCIL
THE OINES HIGH SCHOOL
No. on Roll: 1,250 (11 to 18)
Headmaster: Mr. H. Barker

Required for January, 1978, as soon afterwards as possible, a TEACHER of MATHEMATICS to teach the subject to G.C.E. "O" level. Scale 1 post may be available for suitably experienced candidate.

Application by letter to the Headmaster, The Oines High School, Yaxley, Eye, Suffolk.

SUTTON

(London Borough of)
HINCHLEY WOOD SCHOOL
Hinchley Wood, Esher, Surrey
Head Teacher: Mr. W. J. Harris, B.Sc., M.A., F.I.Biol.

Required for one or two terms commencing January, 1978, a TEACHER of MATHEMATICS to teach Mathematics to a mixed comprehensive school of average ability. The subject is taught up to A Level. Please apply immediately by letter giving curriculum vitae, names and addresses of two referees to the Head Teacher.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: MATHEMATICS TEACHERS for challenging posts in secondary schools and teacher training colleges in the Commonwealth, including Nigeria, Ghana, Kenya, Lesotho, Papua New Guinea.

Local salary/volunteer terms of service, including payment of National Insurance and Superannuation.

For further details contact Mr. M.J./4, at VSO, 14 Bishop's Bridge Road, London W2 6AA. (Tel. 262 2011.)

WEST SUSSEX

WESTERN AREA
BOGNOR REGIS
Bognor Regis Comprehensive School
Tel.: Bognor Regis 5188

Required for January, 1978, a mathematics teacher (570 on roll) to teach Mathematics to all abilities in a mixed comprehensive school. Ability to teach other subjects offered.

Applications, giving details of qualifications and experience, to the Headmaster, Mr. J. Pocock, with the names of two referees as soon as possible.

If you have something to sell or something you want to buy, your fellow readers of the TES might be the right people to talk to. There are over half a million of them and an advertisement could cost as little as £2.28.

FOR SALE AND WANTED

If you are interested please ring Mrs Annice Lightfoot, The Times Educational Supplement, Times Newspapers Limited, Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 1234.

SECONDARY
Mathematics
continued

LINCOLNSHIRE

ASSISTANT TEACHER
BOSTON GRAMMAR SCHOOL
Burnham Scale 1 £2,607 to £4,254
Roll 857

For January. Temporary for one or two terms. Preferably someone able to offer MATHEMATICS and SERVICES.

Apply to the Headmaster at the School, South End, Boston, Lincs., (Tel.: Boston 3177) giving relevant date and address of two referees.

CAMBRIDGESHIRE

WALPOLE HIGH
THE GUDNELLS AREA
COMPREHENSIVE SCHOOL
11-16?
Carrington Road, Wisbech, Cambs.
(Roll 850)
Scale 1 (Ref. 4)
(Roll 1,100)

Required for Easter, 1978:
TEACHER for MATHEMATICS in a well organised Department.

Please apply by letter containing full details and the names and addresses of two referees to the Headmaster, Mr. W. A. Bilsby, room 20 possible.

DEVON

ASHBURTON SCHOOL
Ashburton, Devon
(Mixed 11-18 Secondary Comprehensive)

Required April, 1978, the Mixed Comprehensive Secondary School, a TEACHER of MATHEMATICS (Scale 1) to teach Mathematics to 11-16 ability range.

Application forms and further details available from the Headmaster, Mr. Turton, Esq., on receipt of stamped addressed envelope.

EAST SUSSEX

HASTINGS HIGH SCHOOL
Hastings, Sussex, Eastbourne
Tel. Hastings 1943 (Ref. 1)

Required January, 1978, TEACHER of MATHEMATICS (Scale 1) to cover "O" level. Knowledge of Computer Mathematics essential. An interest in Computer Studies would be an advantage.

Application grants available in accordance with Burnham.

Application forms and further details from the Headmaster, S.H.S., to be in by 11 to 14 one group. Another group 14 to 18 general, vice and topographic facilities.

This appointment is made necessary by the retirement of a member of the Mathematics Department and will be nearer the 11 to 14 ability.

The school is a mixed comprehensive occupying modern buildings in a great city. Ability to run playing fields.

Burnham Scales, plus London Allowance £400.

Further details and application forms may be obtained from the Headmaster, (Ref. 1) (S.A.E.) and should be returned as soon as possible.

ESSEX

CECIL JONES HIGH SCHOOL
(Roll 1,200)
Eastern Avenue, Southend-on-Sea
Tel.: Southend on Sea 60000

Required for January, 1978, ASSISTANT TEACHER of MATHEMATICS, possibly up to G.C.E. but strong interest in Mathematics at lower or below average pupils. Applicants should also be able to offer ENGLISH at the same level. Eight-form entry comprehensive school with strong and particular English and Mathematics Departments.

Apply initially by letter to the Headmaster from whom further information can be obtained (Enclose S.A.E. please).

FRYSLINGE SCHOOL

(Roll 1,050)
Crowland, Peterborough PE6 0EN
Tel.: Crowland 3814 JRN

MATHEMATICS AND PHYSICS

Required January, 1978, Time is a temporary appointment for one year. Salary Scale 2 plus London Fringe Allowance of £150 per annum pro-rata.

Please apply in the first instance by telephone and two foolscap self-addressed envelopes to the Headmaster, Mr. Ian Fraser, Frysling School, Crowland, Peterborough.

ESSEX

CECIL JONES HIGH SCHOOL
(Roll 1,200)
Eastern Avenue, Southend-on-Sea
Tel.: Southend on Sea 60000

Required for January, 1978, ASSISTANT TEACHER of FRENCH to teach all levels. Ability to teach French also required.

Scanned addressed envelope for application forms to the Headmaster, Mr. Jones, Cecil Jones High School, Eastern Avenue, Southend-on-Sea.

Closing date for receipt of applications 5th January, 1978.

EAST SUSSEX

COUNTY COUNCIL
HOVE AREA
HOVE SECONDARY SCHOOL
Nevill Road, Hove, Sussex
Tel.: Brighton 501911

Required for January, 1978, a TEACHER of FRENCH to teach all levels. Ability to teach Russian also will be a Scale 2 post.

Application forms are available from the Headmaster at the school and should be returned by 20th December, 1977.

SOMERSET/NORMANDY

EUROPEAN LINKS CO-ORDINATOR
Scale 1 Post
See display advertisement under Secondary Schools.

SUTTON

(London Borough of)
CARSHALTON HIGH SCHOOL
Westmont Road, Sutton, Surrey
Head Mistress: Miss M. Ellis, B.Sc., M.A., F.I.Biol.

Required for one or two terms commencing January, 1978, a TEACHER of MATHEMATICS to teach throughout the school. Ability to teach Mathematics to "O" Level. Please apply immediately by letter giving curriculum vitae, names and addresses of two referees to the Head Mistress.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: MATHEMATICS TEACHERS for challenging posts in secondary schools and teacher training colleges in the Commonwealth, including Nigeria, Ghana, Kenya, Lesotho, Papua New Guinea.

Local salary/volunteer terms of service, including payment of National Insurance and Superannuation.

For further details contact Mr. M.J./4, at VSO, 14 Bishop's Bridge Road, London W2 6AA. (Tel. 262 2011.)

WEST SUSSEX

WESTERN AREA
BOGNOR REGIS
Bognor Regis Comprehensive School
Tel.: Bognor Regis 5188

Required January, 1978, a mathematics teacher (570 on roll) to teach Mathematics to all abilities in a mixed comprehensive school. Ability to teach other subjects offered.

Applications, giving details of qualifications and experience, to the Headmaster, Mr. J. Pocock, with the names of two referees as soon as possible.

Other Posts on Scale 2 and above

DURHAM

COUNTY COUNCIL
COUNTY COMPREHENSIVE SCHOOL
Hill Top Road, Chester-le-Street
Co-Educational Comprehensive
Roll 1,300 (11 to 18)
Headmaster: Mr. H. Barker

Required for January, 1978, as soon afterwards as possible, a TEACHER of MATHEMATICS to teach the subject to G.C.E. "O" level. Scale 1 post may be available for suitably experienced candidate.

Application by letter to the Headmaster, The Hill Top High School, Yaxley, Eye, Suffolk.

LONDON

EMANUEL SCHOOL
MATHEMATICS TEACHER required for January, 1978, to teach throughout the school.

See advertisement under Independent Schools.

LONDON, E.2

PRINCETHORPE SCHOOL
Approved School
(11-16 Co-educational
Voluntary Aided Grammar School
243 boys)

Required from January-September 1978, ASSISTANT MATHEMATICS TEACHER to teach the subject for two-and-a-half days per week.

Salary Scale 1, plus full London Allowance.

Apply to the Headmaster at the school, giving curriculum vitae, names and addresses of two referees to the Head Master.

NEWHAM

(London Borough of)
COMPREHENSIVE SCHOOLS
Scale 1 Posts

LANCOSH SCHOOL
Romford Road, London E6 2PS
(Roll 1,200 Co-educational Comprehensive 11 to 18)

Required for January, 1978: Temporary TEACHER of MATHEMATICS. Scale 1 (Ref. 4).

To join a team of specialist staff in the Mathematics Department. S.M.P. to run to 11 to 14 one group. Another group 14 to 18 general, vice and topographic facilities.

This appointment is made necessary by the retirement of a member of the Mathematics Department and will be nearer the 11 to 14 ability.

The school is a mixed comprehensive occupying modern buildings in a great city. Ability to run playing fields.

Burnham Scales, plus London Allowance £400.

Further details and application forms may be obtained from the Headmaster, (Ref. 1) (S.A.E.) and should be returned as soon as possible.

KINGSTON upon Thames

(London Borough of)
TIFFIN GIRLS' HIGH SCHOOL
Manor Drive North, New Malden, Surrey
Tel.: 01-330 5647)

Required for January, 1978, for temporary appointment, a TEACHER of MATHEMATICS, preferred in "O" and "A" level.

Application forms obtainable from the Headmistress, to be returned within 14 days of this advertisement.

GWYNEDD

COUNTY COUNCIL
YSGOL GYFUN TALIESIN
Mount Bridge
Comprehensive 11-18 (1,370 pupils)

Required for May 1, 1978, an ASSISTANT TEACHER of MATHEMATICS (Scale 1).

The successful candidate will be expected to teach mainly in the Lower School. An interest in Guidance also desirable. Knowledge of Welsh will be desirable.

Application forms from the Area Education Officer, Education Offices, Shirehall, Llangefni, Anglesey, to be returned within 14 days of the appearance of this advertisement.

Further details and application forms from the Headmaster, Mr. Trevor Hiatt, Director of Studies.

HAMPSHIRE

NORTHY SCHOOL
School Lane, Calshot
Comprehensive 11-18
Number on Roll 1,000

Required January/April, 1978, Scale 1 MATHEMATICS TEACHER to teach all levels.

Applicants should be able to offer additional subjects.

Apply in writing to the Headmaster, giving full details of qualifications and experience and the names of two referees as soon as possible.

HERTFORDSHIRE

(County Council)
THE SOLE SCHOOL
(Girls' Section)
Wayne Road, Hertford

Group 10. All Ability. 700 pupils

An experienced qualified graduate teacher is invited as HEAD OF MATHEMATICS (Scale 4) from January, 1978. Initially pupils use a Scottish Mathematics Project (M.A.P.I.E.) which is followed by a syllabus based on G.C.E. C.S.E. and "A" level Courses are well established as well as "O" level syllabus. A Hertfordshire Mathematics Achievement Centre is also offered.

Apply directly in writing as soon as possible to the Headmaster, giving details of qualifications and experience and the names and addresses of two referees.

HERTFORDSHIRE

(County Council)
THE SOLE SCHOOL
(Boys' Section)
Wayne Road, Hertford

Group 10. All Ability. 700 pupils

An experienced qualified graduate teacher is invited as HEAD OF MATHEMATICS (Scale 4) from January, 1978. Initially pupils use a Scottish Mathematics Project (M.A.P.I.E.) which is followed by a syllabus based on G.C.E. C.S.E. and "A" level Courses are well established as well as "O" level syllabus. A Hertfordshire Mathematics Achievement Centre is also offered.

Apply directly in writing as soon as possible to the Headmaster, giving details of qualifications and experience and the names and addresses of two referees.

Scale 1 Poste

BARNET

(London Borough)
HAVENSCROFT SCHOOL
Garnet Lane, N20
01-445 9205

Comprehensive. Co-educational. Roll 1,000. Scale 1. Vacancy from January, 1978. TEACHER of MATHEMATICS to teach to "O" level, subject across the age and ability range. Experienced teacher will be required to assist in another subject. Please state sports, subject interest.

Generous treatment of removal expenses and application allowances (1977) to Head Teacher, giving full details of qualifications and Director of Educational Services.

BEDFORDSHIRE

EDUCATION SERVICE
BEDFORD SCHOOL AND HOMEWOOD COTTAGES
Bilton Road, Bedford
Tel. No.: Bedford 50350

(Comprehensive Upper, Group 10)

Required for January, 1978, two posts: (1) Temporary Assistant Teacher of MATHEMATICS (at least some German in the future) (2) Temporary Assistant Teacher of GERMAN.

Further details both of the school and the posts can be obtained by writing to the Headmaster, Mr. Ian Hamilton, B.Sc.(Econ.), at the school. S.A.E. please.

Modern Languages

Heads of Department

DEVON

COOMBE OLEAN COMPREHENSIVE SCHOOL
Churchill Way, Ellerton, Plymouth
(Now 11 to 18 developing school: 600 on roll in September)

Required for September, 1978: HEAD of MODERN LANGUAGES FACULTY. Scale 4. The successful candidate will be responsible for co-ordinating the work of the Modern Languages Faculty, to lead a model population and will be a Faculty Head. Generally in the Faculty Head's responsibility is the development of Modern Languages courses for the 14-16 age range. Ability to teach Geography in the entire age and ability range, including Sixth Form, is desirable. The school is a 6-form entry 11-18 comprehensive with a Sixth Form of 150. Well equipped with a good range of

SECONDARY
Music
continued

Other Posts on Scale 2 and above

STAFFORDSHIRE
EDUCATION COMMITTEE
THE BLAKE SCHOOL
Marston Road, Hednesford
TEACHER of MUSIC (Scale 2) required to teach across the ability band. Classes prepared for "O" level and C.S.E. examinations is option groups. Interest in choir work would be welcomed.
Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

Scale 1 Posts

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue NW6 7AD
(Multi-racial, Comprehensive, Social Priority School, Roll 1,600, 11-18, 260 in the Sixth Form)
Headmaster, Brian Ferminer, B.A.
Required from January:
MUSIC TEACHER (Scale 1 or 2 according to qualifications and experience) to teach within the Faculty of Expressive Arts. Visiting teachers assist with Brass, Wood and String instruments and there is a developing choir. All candidates are invited to visit the School prior to making formal application.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

DEVON
CAMELS HEAD SECONDARY SCHOOL
Camels Head, Plymouth
(210 on roll)
Required for a temporary appointment from January, 1978, a TEACHER to teach MUSIC plus minority time subject, preferably Mathematics but not essential. Scale 1.
Application forms (stamped addressed envelope) from Headmaster returnable to him within 14 days.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
(HEATFIELD HIGH SCHOOL)
Hemswell Avenue, Hull.
Head: N. H. Dickinson, B.A., M.Ed.
Required for January 1978 or as soon as possible thereafter a TEACHER of MUSIC. Scale 1. The subject is taken to G.C.E. O and A levels. Ability to teach string or woodwind or help with choral work would be an added advantage. This is a mixed comprehensive school for 1,150 pupils aged 13 to 18 years.
Application forms available from the Head should be returned by 23rd December.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
(Established large comprehensive school, with a full range intake, mixed, 11 to 18, 200 in Sixth Form.)
Required in January: TEACHER for MUSIC to join an active and well equipped department.
Application is by letter to the Headmaster at the school, giving details and naming referees. (No forms.)

KIRKLEES
METROPOLITAN COUNCIL
PERIPATETIC MUSIC STAFF
Applications are invited from qualified TEACHERS and experienced performer/teacher for the post of full-time CELLO TEACHER Scale 1 to join a well established team of instrumental teachers giving lessons in primary and secondary school to small groups of children.
Pupils are encouraged to take part in Orchestral activities at various music centres, and opportunities exists to help with these.
The duties include performing with the staff orchestra giving demonstration concerts in school.
Enquiries in the first instance should be made to the Head of Instrumental Music, The Polytechnic, Milton Hall, Annexe, Queens Gate, Huddersfield.

LEICESTERSHIRE
KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics.
In the Leicestershire Plan for the organisation of secondary education.
Upper 14-18
(Roll 1,469)
MUSIC
(Scale 1)
Required January or April, 1978, TEACHER of MUSIC throughout the school, mainly involved with C.S.E. and recreational Music. "A" level work available for suitable applicant.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LEICESTERSHIRE
PERIPATETIC MUSIC TEACHER
PERIPATETIC TEACHER of BRASS INSTRUMENTS. Burnham Scale 1. Candidates should be qualified teachers or experienced practical musicians able to contribute vigorously to the development of instrumental work in schools and within the County School of Music.
Apply immediately (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by December 19th (S.A.E.).

SHEFFIELD
EDUCATION
INSTRUMENTAL MUSIC SERVICE
Required as soon as possible, part-time PERIPATETIC TEACHERS of: (1) FLUTE (2 days per week), (2) BASSOON (3 days per week, including some performing), (3) VIOLIN (2 days per week).
Personal transport is desirable for this work which will be divided amongst several schools. Travelling expenses will be paid and salary is based on Burnham Scale 1.
Application forms and further details may be obtained from David H. Greenless, A.R.C.M., Head of Instrumental Music Services, Langsett Music and Drama Centre, Burton Street, Sheffield S6 2HH, to whom they should be returned as soon as possible.

SUTTON
(London Borough of)
NONSUCH HIGH SCHOOL FOR GIRLS
860 girls including 200 in Sixth Form
Ewell Road, Cheam
Required for January, 1978 for Spring Term of 1978 only, well qualified TEACHER to share in the teaching of general MUSIC throughout this Grammar School. This is a temporary appointment only as the present holder is taking Maternity leave. The school has a strong Musical tradition.
Apply by letter to the Headmistress at the school immediately giving details of experience, together with curriculum vitae, testimonials and the names of two referees.

Pastoral

Heads of Department

BRENT
(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley, HA9 8NA
(Roll 1,150, expanding to full seven form entry; 11 to 18; approximately 200 in well-established Sixth Form. Excellent modern facilities in all subjects).
Required from September, 1978: HEAD of LOWER SCHOOL (Senior Teacher Scale) to be responsible for pastoral care, discipline and guidance of the Lower School (first and second years). A well qualified teacher with drive and imagination is required and who will be expected to take a share in the teaching programme of the school. Application forms (S.A.E.) and further information obtainable from Director of Education, P.O. Box No 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable to the Head of the School by January 4.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc, travelling and lodging allowances.

DORSET
CORFE HILLS SCHOOL
Higher Blandford Road, Corfe Mullen, Wimborne
Group 10 Co-educational
Required September, 1978:
(1) A HEAD of YEAR (Scale 4). Initially the person appointed will assist the Head of the Second Year while preparing to assume the responsibility for his/her own Year in September, 1979.
It is the School's policy that Year Heads should include an element of academic responsibility with their pastoral work, and the following subjects would be an advantage: French, European Studies, Maths, Physics, Design or Engineering Drawing.
(2) A DEPUTY HEAD of YEAR (Scale 3) to assist the Head of Third Year. Candidates able to offer, in addition, academic responsibility in the following subjects: French, European Studies, Maths, Physics, Design or Engineering Drawing, may be considered for a more senior post at Scale 3.
This (12-18) Comprehensive School has been open since September, 1976, and will have 720 pupils on roll in September, 1978, covering the age 12-plus to 16-plus. The School will continue to grow until it has a full age range based on a 10 form entry.
Assistance with removal and legal expenses.
Application forms and further details may be obtained from the Headmaster on receipt of a large S.A.E. Closing date for applications is 31st December, 1977.

LEICESTERSHIRE
WREAKE VALLEY COLLEGE
Parkstone Road, Syston, Leicester
In the Leicestershire Plan for the organisation of secondary education
Upper 11-18
(Roll 1,350)
DIVISION HEAD (PASTORAL)
Scale 4
Upper School DIVISION HEAD required April. Present holder promoted to Deputy. One of a team of four led by a deputy. Wide responsibility in the pastoral and academic care of six-seven tutor groups.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

Physical Education

Heads of Department

ESSEX
BILLERICAY SCHOOL
School Road, Billericay
(Roll 1,450 Main School
200+ Sixth Form)
Tel.: 02-774 55191
HEAD OF PHYSICAL EDUCATION
Scale 3. For Easter or Summer, 1978. Experienced PHYSICAL EDUCATION TEACHER to lead successful department and to take charge of a large and thriving department comprising six full-time specialists (three men and three women), with particular responsibility for boys Physical Education and Games.
The school has excellent facilities for sport—a large sports hall which is used by the local community in the evenings and at weekends; an indoor heated swimming pool, modern gymnasium, seven hard-tennis courts, five netball courts and an all-weather playing surface. London Fringe Allowance of £150 per annum payable.
Foolscap S.A.E. to Headmaster for application form and further details.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
RUTHERFORD SCHOOL
HEAD OF BOYS' PHYSICAL EDUCATION (Scale 3)
Required as soon as possible, 1978, a suitably qualified and experienced TEACHER for appointment in a Scale 3 post for HEAD of BOYS' PHYSICAL EDUCATION at this County Co-educational Comprehensive School for 1,100 pupils.
Application forms and further particulars obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, to be returned to the Headmistress, Rutherford School, West Road, Newcastle upon Tyne, NE4 9LD, by 23rd December, 1977.

SANDWELL
(Metropolitan Borough of)
TIVIDALE COMPREHENSIVE SCHOOL
(11-18 Mixed Comprehensive)
Required for Summer Term, 1978:
HEAD of GIRLS' PHYSICAL EDUCATION, Scale 3 post.
Application forms and further details available from and returnable as soon as possible, to the Head Teacher, Lower City Road, Tividale, Warley, West Midlands.

Other Posts on Scale 2 and above

SUTTON
(London Borough of)
ELMWOOD HIGH SCHOOL
London Road, Hackbridge, Surrey SM6 7EG
Required for January, 1978, a TEACHER to teach GIRLS' P.E. and GAMES, and also to teach History to C.S.E. or "O" level to some classes, in this small mixed (11-16 years) school.
Post above Scale 1 available for a suitably qualified candidate.
Applications in the Headmaster in the first instance.

Scale 1 Posts

ESSEX
BILLERICAY SCHOOL
(Roll 1,450 Main School)
School Road, Billericay
200+ Sixth Form
Tel.: 02-774 55191
BOYS PHYSICAL EDUCATION
Interest in football, volleyball, rugby, basketball. Required for January, 1978. Temporary one term appointment. Possibility of permanent post. London Fringe Allowance of £150 per annum payable.
Letters of application, giving names, addresses and telephone numbers of two referees, plus foolscap S.A.E. to Headmaster.

GLOUCESTERSHIRE
CIRENCESTER SCHOOL
Stroud Road, Cirencester
(Mixed Comprehensive 11 to 19 (1,640 on roll))
BOYS' PHYSICAL EDUCATION. Scale 1, from January 1st, 1978, at this well established Comprehensive School. Possibility of a temporary appointment if desired.
S.A.E. to the Headmaster for further details and application form.

SHROPSHIRE
EDUCATION COMMITTEE
MONKMOOR GIRLS' SCHOOL
Racecourse Crescent, Shrewsbury, Shropshire
Scale 1
TEACHER of PHYSICAL EDUCATION required 1st January 1978. This thriving department offers a wide range of activities.
Further details from Head (S.A.E.).

WEST SUSSEX
WESTERN AREA
HERBERT SHINER SCHOOL
Petworth, Sussex GU28 0EE
TEACHER of BOYS' PHYSICAL EDUCATION and MATHEMATICS. See Maths Scale 1.

Religious Education

Heads of Department

DEVON
COOMBE DEAN COMPREHENSIVE SCHOOL
Charnhill Way, Elburton, Plymouth
(New 11 to 18 developing school: 680 on roll in September)
Required for September, 1978, HEAD of SOCIAL SCIENCES FACULTY, Scale 4. The successful candidate will be responsible for coordinating the work of the Humanities, Geography, History, Religious and Social Education and Community Studies Departments and will be a member of a team of three other Faculty Heads responsible to the Curriculum Development Committee for the inter and intra faculty developments of the school.
Candidates should have already held posts of major responsibility in a large school and should have shown ability to lead a team of staff.
Enthusiasm, personality and the ability to inspire others are just as important as academic qualifications.
Application forms and further information (stamped addressed envelope) from Mr. W. J. Harris, Headmaster, to be returned within 14 days of the appearance of this advertisement.

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
CAMBRIDGE AREA
BASSINGBOURN VILLAGE COLLEGE
Required for April or September, HEAD of RELIGIOUS EDUCATION DEPARTMENT (Scale 2). A suitably qualified and energetic teacher to join the Humanities team, and take particular responsibility for the teaching of Moral and Religious Education.
Please apply to the Warden, The Village College, Bassingbourn, Royston, Herts. SG8 5NJ, for application form and further details. (S.A.E.)

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MANDEVILLE SCHOOL
Cuckoo Hall Lane, Edmonton, London N9 8DR
(Comprehensive upper school; 14 to 18 mixed; eight-form entry; Group 9)
Required for January 1978, a TEACHER for RELIGIOUS EDUCATION within Social Studies Department. Modern approach with pupils of varied backgrounds. A Scale 2 for suitably qualified teacher.
London Allowance payable £297 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application should be made by letter, giving full details and the names, addresses, and telephone numbers of two referees, to the Headmaster as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ST. ANGELA'S R.C. SCHOOL FOR GIRLS
Oakthorpe Road, Palmers Green N13 5TY
(Voluntary Aided Upper Tier Comprehensive; age range 11 to 19; Group 11)
Required as soon as possible, well-qualified R.C. TEACHER mainly for RELIGIOUS EDUCATION, but also some FRENCH. Interest in the 11 to 19 age range essential. Possibility of Scale 2 for suitable applicant.
London Allowance payable £297 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped, addressed envelope) available from the Headmistress to whom they should be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton LU2 7AE
Headmaster, Mr. W. P. Davies, B.Sc.
Required for January, 1978: RELIGIOUS EDUCATION SPECIALIST, Scale 1.
To join a team of specialist Religious Education Teachers in this large Catholic School.
Application forms from and returnable to the Clerk of Governors. Some assistance with accommodation may be possible.

EALING
(London Borough)
EDUCATION SERVICE
CARDINAL WISEMAN R.C. HIGH SCHOOL
Greenford Road, Greenford Middlesex
Required for January 1978 for this eight-form entry Catholic High School a TEACHER for RELIGIOUS STUDIES (Scale 1 post). The successful applicant may be required to teach the subject throughout the school to "O" and "A" levels.
London Allowance £402.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Application forms are obtainable from the Headmaster at the school (S.A.E.).

Rural Studies

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
THE CONYNGHAM COUNTY SECONDARY SCHOOL
Stirling Way, Ramsgate
(Roll: 800 mixed)
Assistant TEACHER (Scale 2) from April, 1978, for RURAL SCIENCE throughout the age groups 11 to 16 to C.S.E. level. This Secondary Modern School was opened in 1965 and has recently received a large Stage 3 building extension as part of the plan to become a 11-18 Comprehensive. Accommodation includes a well-equipped Rural Science Laboratory with attached Work Room, two Greenhouses and adjacent garden with appropriate machinery. Whilst it is a suburb in its own right, there are obvious links with both Junior Science and Practical Craft.
Applications with names of two referees to the Headmaster.

Scale 1 Posts

CUMBRIA
EDUCATION COMMITTEE
KENDAL GRAMMAR SCHOOL
Kendal
(Voluntary Aided; 11 to 18; roll 360 boys)
Required for 1 February, 1978, a temporary TEACHER of RURAL STUDIES and BIOLOGY to C.S.E. Ability to teach Games desirable. Scale 1 post.
Apply (naming two referees) by letter to the Headmaster at the school by December 19, 1977.

Science

Heads of Department

DEVON
COOMBE DEAN COMPREHENSIVE SCHOOL
Charnhill Way, Elburton, Plymouth
(New 11 to 18 developing school; 680 on roll in September)
Required for September, 1978, HEAD of MATHEMATICS and SCIENCE FACULTY, Scale 4. The successful candidate will be responsible for coordinating the work of the Mathematics, Science and remedial provision and will be a member of a team of three other Faculty Heads responsible to the Curriculum Development Committee for the inter and intra faculty developments of the school.
Candidates should have already held posts of major responsibility in a large school and should have shown ability to lead a team of staff.
Enthusiasm, personality and the ability to inspire others are just as important as academic qualifications.
Application forms and further information (stamped addressed envelope) from Mr W. J. Harris, Headmaster, to be returned within 14 days of the appearance of this advertisement.

NEWHAM
(London Borough of)
COMPREHENSIVE SCHOOLS
(SCALE 3 POSTS)
Readvertisement
WOODSIDE SCHOOL
Woodside Road, E13 8RX
(Roll 902 co-educational)
Head Teacher: Mr. F. Jones
Required, April 1978:—
HEAD of SECONDARY SCIENCE, Scale 3.
A suitably qualified and experienced Teacher is required to supervise the teaching of Nuffield Secondary Science within a well-organised Science Department. The teaching commitment will also include Combined Science in the Lower School.
Burnham Scales plus London Allowance (£402) plus Social Priority Allowance (£201 or £276).
Application forms may be obtained from the undersigned to whom they should be returned by 30th December, 1977.
J. R. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue NW6 7AD
(Multi-racial, comprehensive, Social Priority School; Roll: 1,600, 11-18, 260 in the Sixth Form)
Headmaster: Brian Ferminer, B.A.
Required from January:
DEPUTY HEAD of SCIENCE (Scale 3). All candidates are invited to visit the School prior to making formal application.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

ESSEX
BURNT MILL SCHOOL
(Roll 1,200)
First Avenue, Harlow
Telephone: Harlow 21138
PHYSICS
Scale 2. To teach the complete age and ability range up to "A" level in a Science Department of 10 teachers in seven laboratories with a full complement of ancillary staff. Interest in electronics an advantage. London Fringe Allowance payable. Assistance with housing normally available through Harlow Council.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned (foolscap S.A.E. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM: ST. JOHN FISHER R.C. SECONDARY SCHOOL
Ordnance Street
(Roll 600, mixed (55, 6th Form)) SCIENCE TEACHER, Scale 2, PHYSICS bias required for January, 1978. 6th Form work available. New graduate entrants will also be considered.
The school is scheduled to expand and become fully comprehensive from September, 1978. There are excellent facilities in modern buildings centrally sited.
Applications to the Headmaster, giving the names and addresses of two referees.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:—
Closing date is 14 days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.
For other posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and details should be accompanied by a stamped addressed envelope.

HIGH/SECONDARY SCHOOLS
SCALE 4 POST
E.840 PRIMROSE HILL HIGH SCHOOL
(No. on roll: 620; 13-18 years) Telephone: Leeds 451418
Hill Street, Leeds, LS9 7NL
Headteacher: Mrs. J. M. Ayling
Required for Easter or September, 1978: HEAD OF TECHNICAL STUDIES (Scale 4 and SPA Allowance). Applications are invited from teachers with experience of running a department or of a Scale 3 allowance with special responsibility within a department. The Technical Studies Department has five full-time members of staff and well established courses in Woodwork, Metalwork, Technical Drawing, Jewellery and Beaten Metalwork and Motor Vehicle Technology. Pupils are entered for examinations at 'O' level and C.S.E. Mode 1 and 3. In the Sixth Form students take the 'A' level course in Design Technology. Interested applicants are invited to visit the school by arrangement.

TEMPORARY POSTS
(SCALE 1)
N.E. 841 ST. JOHN BOSCO R.C. SECONDARY SCHOOL (No. on roll: 784; 11-17 years) Telephone: Leeds 751140
Tongue Lane, Leeds, LS6 4QF
Headteacher: Miss C. M. McNicholas
Required for 16th January, 1978: temporary teacher of MATHEMATICS. The person appointed will be expected to teach SMP Mathematics to pupils throughout the age and ability range of the school. The vacancy has arisen for maternity reasons.
N.E. 839 STAINBECK HIGH SCHOOL (No. on roll 876; 13-18 years)
Carr Manor Road, Leeds LS17 5DJ. Telephone: Leeds 681932/688352
Headteacher: Mr. M. Franklin, M.Sc.
Required for January, 1978, until the end of the Summer Term, Temporary Full Time Teacher of SCIENCE/MATHEMATICS. The successful applicant will in the main be teaching CSE courses.

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
SUPPLY TEACHERS
Required from January, 1978 to take posts on the Authority's Panel of Secondary Supply Teachers. Teachers offering any subject will be considered but applications would be particularly welcome from specialists in Mathematics, Physics and Handicrafts. Preferably the teachers should have completed probation and have experience in multi-cultural schools. A limited number of posts are also available for Primary Supply Teachers.
Salary is payable on Scale 1 at a daily rate of 1/200th of annual salary including London Allowance (and Social Priority or Special Schools Allowance where applicable). Application forms (foolscap S.A.E.) obtainable from and returnable to the Director of Education (STAFF/RT), PO Box No 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW.

SECONDARY
Science
continued

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
HASTINGSBURY SCHOOL AND COMMUNITY COLLEGE
Hill Rise, Kempston, Bedford
Tel: Bedford 853636
(Comprehensive Upper, Group 12)
Required for January, 1978 (for 2 terms) — Temporary TEACHER of CHEMISTRY, Scale 1.
Well equipped Science Department offering well established C.S.E., "O" and "A" level courses. Ability to teach some Physics and advantage.
Further details, both of the school and the post, together with an application form can be obtained by writing to the Headmaster, at the school. S.A.E. please.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton, Bedfordshire
Headmaster, Mr. A. R. Hughes, B.A.
Required for January, 1978, TEACHER of BIOLOGY to "O" level with ability to offer Nuffield Science.
Some assistance with accommodation may be possible.
Application forms obtainable from and returnable to the Headmaster (S.A.E. please).

BOLTON
(Metropolitan Borough)
SHARPLES HIGH SCHOOL
Hill Cot Road, Bolton
Required for January 1, 1978, a TEACHER, Scale 1, to teach INTEGRATED SCIENCE in first and second years and BIOLOGY in the Upper School.
Application forms obtainable from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton, should be returned to the Head Teacher by December 19, 1977.

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue NW6 7AD
(Multi-racial, comprehensive, Social Priority School)
(Roll: 1,600, 11-18, 260 in the Sixth Form)
Headmaster: Brian Ferminer, B.A.
Required from January:
SCIENCE TEACHER (Scale 1) to work within the Faculty of Natural Sciences. An interest in Integrated Science and Biology would be a recommendation. All candidates are invited to visit the School prior to making formal application.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

BROMLEY
(London Borough of)
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent
(1,060 boys, 170 in Sixth Form)
An ASSISTANT MASTER or MISTRESS is required for January 1978 to teach Physics throughout the school to G.C.E. Ordinary and Advanced levels. A number of Integrated Science courses have recently been introduced and an ability and willingness to take part in these is required. Removal and other expenses paid in approved cases.
Letters of application (no forms) including copies of available testimonials and the name of two referees should be sent to the Headmaster as soon as possible.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury
Head Teacher: K. O. Smith, M.A. (900 boys)
Required January, a graduate TEACHER to join a strong CHEMISTRY DEPARTMENT.
This post will be temporary in the first instance for two terms, but consideration will be given to a permanent appointment.
A new Science Block with 10 large laboratories has just been completed. A full share in the "O" and "A" level courses and a good prospect of a special responsibility allowance for a suitably qualified candidate.
Apply by letter to Headmaster, or telephone the school (0296 84545) giving full details and names of two referees.

CROYDON
(London Borough of)
OVERBURY HIGH SCHOOL
Overbury Crescent, New Addington
Croydon CR0 0AB
Telephone: Lodge Hill 42132 3
Tenable: 1st January, 1978
Required for January 1978 in this 11 to 18 mixed Comprehensive School (with 750 on roll) a TEACHER of Combined SCIENCE and PHYSICS. Firm discipline and an interest in dealing with the whole ability range is important. Interest in games an advantage.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from (and returnable to) the Head Teacher at the above address.

CROYDON
(London Borough of)
TAUNTON MANOR HIGH SCHOOL
Homefield Road
Old Coulsdon, Surrey CR3 1RS
Telephone: Downland 54151
Tenable immediately
Required immediately, a well-qualified and suitably experienced TEACHER to teach SCIENCE mainly PHYSICS and CHEMISTRY throughout this 11 to 14 coeducational comprehensive high school of 900 pupils.
This is initially a daily supply post with a possibility of a permanent position at a later date.
Salary: Burnham Scale 1, with London Area Allowance. Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
CAMELS HEAD SECONDARY SCHOOL
Wolseley Road, Camels Head, Plymouth
Required for a temporary appointment for the Spring Term, a TEACHER to teach GENERAL SCIENCE throughout the school and up to C.S.E. level. Scale 1 plus E.P.A. allowance.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

DURHAM
COUNTY COUNCIL
PETERLEE HOWLETCH SECONDARY SCHOOL
4 F.E. 100 in Sixth Form.
CHEMISTRY, Salary Scale 1, TEACHER required for January 1978 or as soon as possible thereafter to teach subject to O.C.E. "O" level and Religious Studies in the Junior forms.
Stamped addressed envelope for application form to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 6th January, 1978.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MANDEVILLE SCHOOL
Cuckoo Hall Lane, Edmonton, London, N9 8DR
Comprehensive Upper School (14 to 18) Mixed.
Eight Form Entry Group 9
Required for January, 1978, a Scale 1 TEACHER of PHYSICS.
London Allowance payable £297 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application should be made by letter, giving full details and the names, addresses, and telephone numbers of two referees, to the Headmaster as soon as possible.

ESSEX
CECIL JONES HIGH SCHOOL
(Roll 1,350)
Eastern Avenue, Southend-on-Sea
Tel.: Southend-on-Sea 68000
CHEMISTRY
A sudden vacancy arises for January for a TEACHER of CHEMISTRY, preferably a graduate or with suitable experience to take over a strong sixth form. Some General Science teaching in Lower School; otherwise all teaching Chemistry to CSE, "O" and "A" level. Eight-form entry comprehensive school with outstandingly successful Science Departments and excellent facilities and equipment.
Apply initially to the Headmaster from whom further information can be obtained (foolscap S.A.E. please).

HAMPSHIRE
QUEEN MARY'S COLLEGE
Cliddesden Road, Basingstoke
(Comprehensive mixed sixth form college)
(Number on roll: 900)
Required January 1978, Temporary (two term) TEACHER—full/part time to take PHYSICS/CHEMISTRY.
S.A.E. to the Principal for details.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
HAYLES SCHOOL
(Roll 1,398 Co-educational)
Hacton Lane, Gardens, Upminster RM14 3OX
Six-form entry, 11 to 18 Comprehensive situated on one site.
Required January, 1978:
TEACHER of PHYSICS for the Spring term who can also offer some Chemistry. The position is initially for one term.
Letters of application to Head Teacher, giving full curriculum vitae and quoting two referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH
ST. AUGUSTINE'S R.C. HIGH SCHOOL
Walkwood Drive, Redditch Worcester B97 5LX
Vacancy at Scale 1 for a GRADUATE to teach CHEMISTRY to (Nuffield) "A" level with subsidiary Physics or Mathematics. The successful applicant should also be able to contribute to the pastoral welfare of Catholic pupils and take a full part in the life of a church school. All interest in Games or other out of school activities should be indicated. The post could be temporary or permanent and could be available from the end of this term.
Further particulars and application forms are available from the Headmaster upon receipt of an S.A.E. (foolscap).

HERTFORDSHIRE
SIR JAMES ALTHAM SCHOOL
Little Oxhey Lane, South Oxhey
Required January, one term only to cover secondment of HEAD of SCIENCE, TEACHER of INTEGRATED SCIENCE, mainly to 4th and 5th years (Nuffield Sec. Science, and S.C.I.S.P.).
Please apply to Headmaster by letter with curriculum vitae and naming two referees.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WOLFRETON SCHOOL
Carr Lane, Willerby, Hull
CHEMISTRY, Scale 1 post
Required for April, 1978, a TEACHER of CHEMISTRY in the Lower School.
This is a coeducational Comprehensive 11 to 18 school with 2,149 pupils on roll situated in a pleasant residential area.
Application forms are available from the Headmaster at the school, to whom completed forms should be returned by 9th January, 1978.

LINCOLNSHIRE
ASSISTANT TEACHER
BOSTON GRAMMAR SCHOOL
Burnham Scale 1, £2,697 to £4,230
Roll 597
For January. Temporary for one or two terms only. GRADUATE able to offer MATHEMATICS and PHYSICS.
Apply to the Headmaster at the School, South End, Boston, Lincolnshire PE21 6JY, with curriculum vitae and names and addresses of two referees within seven days of appearance of this advertisement. Candidates seeking further information can telephone the school 0205 63443, day or night.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
RALPH GARDNER HIGH SCHOOL
Albion Road West, North Shields, NE29 0JN.
Headmaster: Mr T. E. Brassington, J.P., B.A.
Required for 1st January 1978. Scale 1. TEACHER of CHEMISTRY and/or PHYSICS. Candidates able to offer part-time or temporary service are also invited to apply.
Applications by letter in the first instance should be sent to the Headmaster as soon as possible.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
ROYTON AND CROMPTON SCHOOL
Harkslow Lane, Royton, Oldham
Required for 23 January, 1978, at this 11 to 18 mixed Comprehensive School of about 1,380 pupils, Scale 1 TEACHER of SCIENCE to teach mainly Chemistry and General Science.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

REDBRIDGE
(London Borough of)
CANON PALMER R.C. HIGH SCHOOL
Aldborough Road South, Seven Kings, Ilford, IG3 8EU
Telephone number: 597 3133
Headmaster, Mr. E. H. Davis, B.A.
Suitably qualified and experienced TEACHER of COMBINED SCIENCE (Scale 1) required as soon as possible in this developing 11-18 six form entry mixed comprehensive school to teach the subject together with Biology, Physics or Chemistry in a well established Department with a newly completed Science Suite. Newly qualified applicants will be considered. (Scale 2 post for a suitable candidate).
Outer London Allowance is payable.
Applications by letter, or S.T.A.P., to the Headmaster giving age, education, qualifications and experience together with the names of two referees by January 1st, 1978.

REDBRIDGE
(London Borough of)
NIGHTINGALE HIGH SCHOOL
Churchill Avenue, Wanstead, London, E11.
Telephone number: 989 0153
Headmaster, M. J. Woulton, B.Sc., F.R.I.C., M.I.Biol.
Suitably qualified and experienced TEACHER of SCIENCE (Scale 1) required for January, 1978, or as soon as possible thereafter in this developing 11-18 mixed comprehensive school to teach the mainly Nuffield Combined Science with some Physics to C.S.E. level. The Science Department has recently moved into a new Laboratory Suite.
Outer London Allowance is payable.
Further details are available from the Head Teacher at the school to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience together with the names of two referees, or S.T.A.P.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Stonecot Hill, Morden, Surrey SM4 5NZ.
Required for January 1978, an ASSISTANT to teach combined SCIENCE throughout the school, and some MATHEMATICS. Courses to C.S.E. and G.C.E. "O" and "A" level.
An ability to make a contribution to the extra-curricular life of the school will be an advantage.

SUFFOLK
COUNTY COUNCIL
NEWMARKET UPPER SCHOOL
(Mixed comprehensive 13 to 18; 1,200 on roll)
Required for January, 1978 TEACHER (Scale 1) of PHYSICS to teach up to Sixth Form level. This could be a temporary appointment.
Further details and application forms obtainable (stamped addressed envelope, please) from the Headmaster, Newmarket Upper School, Exning Road, Newmarket, Suffolk.

SUTTON
(London Borough of)
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey
Headmaster: S. B. Whellock, B.Sc., M.A., F.I.Biol.
Required for one or two terms commencing January, 1978, a TEACHER of BIOLOGY in this flourishing mixed comprehensive school of nearly 1,200 pupils. The subject is taught to "A" level.
Please apply immediately by letter giving curriculum vitae, names and addresses of two referees to the Headmaster.

VOLUNTARY SERVICE OVERSEAS
Required for September, 1978, SCIENCE TEACHERS for challenging posts in secondary schools and teacher training colleges. The countries will include Nigeria, Ghana, Kenya, Malaysia, Papua New Guinea.
Local salary, volunteer terms of service, including payment of NI and superannuation.
For further details contact Murray Morrison (Ref: TES 9C/M), at VSO, 14 Bishop's Bridge Road, London W2 6AA (01-262 2611).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.
Required for January, 1978 —
WILLIAM McGUFFIE HIGH SCHOOL
Greenleaf Road, London E17 6QR
Acting Headmaster:
Mr. L. A. Banister
Part-time SCIENCE TEACHER is required for two terms in this mixed comprehensive high school (11 to 14 years). Nuffield Science taught throughout.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

WEST SUSSEX
NORTH EASTERN AREA
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex.
Required as soon as possible, SCIENCE TEACHER (Graduate preferred). Appropriate specialist as well as general Science teaching throughout the age and ability range available for a well-qualified candidate.
Particulars and form from Head Teacher on receipt of S.A.E.
Favourable housing scheme for teachers in Crawley New Town. London Fringe Area Allowance.

WIRRAL
(Metropolitan Borough of)
WIRRAL GRAMMAR SCHOOL FOR BOYS
Cross Lane, Bebington, Wirral Merseyside
1,000 boys
For January 1978:
GRADUATES, Scale 1
(1) To teach CHEMISTRY with some Physics. In September 1978 the post will be Chemistry only.
(2) To teach PHYSICS throughout the school.
Applications by letter with curriculum vitae to the Headmaster at the school as soon as possible.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required as soon as possible:
NORTHICOTE SCHOOL
PHYSICS WITH GENERAL SCIENCE
Scale 1
This is a mixed comprehensive school with 1,500 pupils on roll situated in the northern area of the borough and has modern and well equipped provision for all areas of the curriculum.
Application forms available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DH, to whom they should be returned within 10 days of this advertisement. (S.A.E. please.)

Social Studies

Scale 1 Posts

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BRITTONS SCHOOL
(Roll 1,307 Co-Educational)
Ford Lane, Rainham, Essex
11-18 Comprehensive situated on one site
S.P.A. allowance £201/£276 payable
Required January, 1978.—
TEACHER for SOCIOLOGY to take the subject to "A" level. An interest in Girls' Careers would be an advantage.
There is a scheme for removal expenses.
Letters of application to Head Teacher giving full curriculum vitae and quoting two referees.

Speech and Drama

Heads of Department

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton, Surrey
(1,068 on roll, 11 to 18 years)
Required for Summer Term (or earlier if possible), a well qualified and experienced TEACHER as HEAD of DRAMA DEPARTMENT (Scale 3, £297 London allowance).
Drama is taught throughout the school and at present the Department is responsible for a Mode 3 C.S.E. in Film.
Apply by letter to the Headmistress, Mrs. M. P. Charles, B.Sc., enclosing curriculum vitae and the names and addresses of two referees.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue NW6 7AD
(Multi-racial, comprehensive, Social Priority School, Roll: 1,600, 11 to 18, 260 in the Sixth Form)
Headmaster: Brian Ferminer B.A.
Required from January:
DRAMA TEACHER, Scale 2, temporary post for two terms. Although this is a temporary post, a permanent position may be agreed later in the academic year. All candidates are invited to visit the school prior to making formal application.
London Allowance of £402 per annum is payable.
Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

ESSEX
THE GREENSWARD SCHOOL
(Roll 1,280)
Greensward Lane, Hockley
SS5 5HG
Tel.: Hockley 2071
DRAMA
Experienced DRAMA TEACHER from Easter 1978, for purpose-built 11 to 16 Co-educational Comprehensive convenient for London and East Coast. Strong Workshop tradition established. Facilities include Theatre, Hall and Stage. Scaled post for suitably experienced applicant. Temporary Spring Term vacancy available.
Foolscap S.A.E. to Headmaster for application form and further particulars.

Technical Studies

Heads of Department

DEVON
COOMBE DEAN COMPREHENSIVE SCHOOL
Charnhill Way, Elburton, Plymouth
(new 11 to 18 developing school: 640 on roll)
Required for September, 1978, HEAD of the CREATIVE and EXPRESSIVE ARTS FACULTY, Scale 4. The successful candidate will be responsible for co-ordinating the work of the Art, Home Economics, Heavy Craft and Music Departments. A well qualified and experienced teacher is required who is sympathetic to the development of an integrated curriculum, where this is appropriate. Candidates who have held posts in a Heavy Craft or Technical Department should have a wide knowledge of Design and Technology.
Candidates should have already held posts of major responsibility in a large school and should have shown ability to lead a team of staff. Enthusiasm, personality and the ability to inspire others are just as important as academic qualifications.
Application forms and further information (stamped addressed envelope) from Mr. W. J. Harris, Headmaster, to be returned within 14 days of the appearance of this advertisement.

WEST GLAMORGAN County Council
Applications are invited from suitably qualified teachers for the following posts in the Authority's service.
All posts are scale 1 unless otherwise specified.
An asterisk before the school name indicates a social priority school.

Secondary Schools
MATHEMATICS
*Penlan Comprehensive, Heol Gwyrosydd, Penlan, Swansea (Boys) (1,500 on roll)
(Age Range 11-18) to 'A' level. (Post Ref. 3S15/1.27.77.)
MUSIC
*Hafod Junior Comprehensive, Odo Street, Hafod, Swansea (Mixed) (235 on roll)
(Age Range 11-13) to assist with WELSH and GENERAL SUBJECTS. Choral interest essential. (Post Ref. 2S19/2.27.77.)
WELSH/HISTORY
Mansalton Junior Comprehensive, Cecil Street, Manselton, Swansea. (Mixed) (278 on roll)
(Age Range 11-13.) (Post Ref. 2S19/3.27.77.) Re-advertisement.

Primary Schools
ENVIRONMENTAL STUDIES/BOYS GAMES
*St. Thomas Juniors, Windmill Terrace, St. Thomas, Swansea (Mixed) (210 on roll)
(Age Range 7-11.) (Post Ref. DISTRICT 2/P29/4.27.77.)

Application forms and further particulars of specific posts are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.
CLOSING DATE: The closing date for the receipt of completed application forms is THURSDAY, 22nd DECEMBER, 1977.
John Beale, Director of Education
Education Department, Princess House, Princess Way, SWANSEA.

Education Department
COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE
Unless otherwise stated, for all posts in this section, initial application (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope, to Head of School.
Moor End School, Moor End Lane, Erdington B24 9DR
(a) Scale 2—HEAD OF GEOGRAPHY.
Specialist required to teach the subject at all levels. Students are at present entered for both G.C.E. and C.S.E. examinations. Previous experience with 'A' level work would be an advantage.
(b) Scale 3 (or 4 for suitable candidate)—HEAD OF ENGLISH DEPARTMENT.
Required Easter or September, well-qualified ENGLISH Specialist. Experience with 'A' level work would be an advantage. The successful candidate will be expected to take over a thriving department and continue a lively approach to this subject.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE
St. Chad's R.C. School, Brearley Street B19 3NR
Required January, or as soon as possible, experienced SCIENCE teacher. General Science to all ability range and 'O' level Physics. Scale 2 (Scale 3 possible for suitably qualified applicant).
Applications to the Headmaster (by letter in the first instance) including curriculum vitae and names of two referees by 8th December, 1977.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS
Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the School as soon as possible, together with the names of two referees and a stamped addressed envelope.
The Broadway School, The Broadway, Perry Barr B20 3DP
Required January, 1978: An Assistant teacher of HOME ECONOMICS to take responsibility initially for Years 1-3. Appointment is for the Spring and Summer Term only with the possibility of becoming permanent for September, 1978.
Colmers Farm School, Bristol Road South, Rednal B45 9NY
Required January, 1978: MATHEMATICS Teacher. An interest in Computer Studies would be an advantage.
Hall Green School, Stonerwood Avenue, Southam Road B28 0AZ
B10 Mixed (11-18)
Required: Teacher for HOME ECONOMICS. Assistance with Junior ENGLISH, NEEDLEWORK and GAMES would be helpful.
Washwood Heath School, Burney Lane, Stechford B8 2AS
Temporary Vacancy—PHYSICAL EDUCATION (BOYS). Required for January. Excellent facilities.
There is a scheme for assistance with removal expenses.
BIRMINGHAM CITY COUNCIL

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.

The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.

Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above the level will be 14 days from publication date.

SECONDARY SCHOOLS

Headship

Please see separate Headship Display advertisement for LYTHAM HILL SEC. SCHOOL.

Deputy Headships

ABCHURCH SCHOOL
Fitzhugh Road, N19 4JD.
Tel: 01-272 4506.
Girls and boys, 11-18, comprehensive.
Required for January or as soon as possible, Biology teacher for all day Mondays and Tuesdays to teach life science, Biology and Lower School Integrated Science. The School has permanent huts and embodies open and is well established within the school. (A.T.).
Please apply to the Headmistress, enclosing copies of recent testimonials if available and giving names of two referees.

ALLEYNE'S SCHOOL
Stonelow Road S4 7.
Tel.: 0742-367624.
A comprehensive school for 1 500 girls and boys.
Headmaster N. C. Dee, B.A.
Required for January, 1978: Deputy Head teacher (Scale 4) to be in the Upper School. The teaching would include some Science, Art, General Science and some Secondary Science in the 5th 5th years. The school has well equipped laboratories and a well established team of teachers and technicians.

TECHNICAL STUDIES

Scale 1 Posts

ST GABRIEL'S SCHOOL
Camberwell Church Street, London, S.E.15
Tel: 01-703 7309
Girls, 1,000 boys and girls. Comprehensive.
Headmaster Hodder Usher.
An enthusiastic teacher is required to join the staff of the Design & Technology Department as soon as possible.
The school is a well-established comprehensive situated in a pleasant part of Camberwell Hill. Teachers are encouraged to develop their own particular craft and specialist questions. However, further particulars and application forms are available from the Headmaster.

ST CYRIL'S SECONDARY SCHOOL
Bromley, Kent BR2 8HP
Tel: 01-776 1117
Co-ed 11-18 years. Fully comprehensive. 1000 pupils.
Required for spring and summer terms, 1978
Teacher for Needlework during absence of the permanent teacher.
Please contact the Headmistress at the school as soon as possible.

PHYSICAL EDUCATION

Scale 1 Posts

WALWORTH SCHOOL
Camberwell Road, SE5.
Tel: 01-703 7651.
Comprehensive school for 1,300 girls and boys.
Headmaster: N. E. Dee, BA.
Required for January, 1978:
Specialist teacher for Boys (to together with some Mathematics teaching) to share timetabling this post involves rather more than half the teaching time devoted to Physical Education, and need also a competency in games and dance. Scale 1 (6 years 1-5), the salary among a 5 year scale for Physical Education in the 4th, 5th year, and it is a popular choice with girls.

WILLIAM PENN SCHOOL
Dog Kennel Hill, SE22 8HU.
Tel.: 01-737 2550.
Headmaster: B. Richardson, M.A., B.Sc.(Econ).
Girls 1,350 boys, excellent new buildings, full range of courses to University Entrance.
Required for January: a teacher to work in the Physical Education Department and take Lower School History and Religious Education classes.
Applications are invited from teachers qualified in one of the areas with would be prepared to work in all three.
Further information is available from the School. Forms of application can be obtained from the School secretary and should be returned to the Headmaster.

SCIENCE

Post of Responsibility

SOUTH EAST LONDON SCHOOL
Creek Road, S.E.8.
Tel.: 01-692 1895.
Headmaster: Keith A. Pain
(Roll: 1,100 boys 11-19 years)
Required for January, 1978: A Teacher of Physics (Scale 2 post for suitable candidate).
The school has well equipped specialist laboratories housed in an Annexe a short distance from the main school. Physics is a well established subject and is taught to 24 boys in the upper sixth in the school. The subject is taught to 5 A level boys. The person appointed should be able to contribute to the work of this active department at all levels. A Scale 2 post would be available for a suitably qualified and experienced candidate. Further details of the post may be obtained from the Headmaster at the above address. Intending applicants will have to notify their intention to the Head of Science. Applications forms are available from the Headmaster (Tel. Please telephone to arrange a visit).

Scale 1 Posts

CHRIST CHURCH C.E. (V.C.) SCHOOL
Church Way, Greenwich, SE10 9AG
Tel: 01-858 2971
Required January 1978:
Experienced part-time teacher of infants for 2 afternoons each week. Will work one
Application forms obtainable from the Headmaster.

LORDAN FIELDS INFANTS
Westgate Street, E8.
Tel: 01-254 1 [illegible]
Required January 1978:
Part-time (4½ hrs) teacher for Nursery and Infants teaching. Please telephone to arrange

BLACKHEATH BYE PRIMARY SCHOOL
Wemborn Road SE13 5PD.
Tel: 01-852 2971.
Required immediately:
Part-time (4½ hrs) teacher to assist in Infant Department, mainly with language development.

SPECIAL EDUCATION

DAY SCHOOLS

ILEA Schools for Mentally Handicapped Children (ESN) Service
Wanted in January 1978
Teachers to cover a short-term teaching need in ILEA schools for mentally handicapped children. Applicants should have had some experience of teaching in these schools, preferably with severely handicapped children. Posts are generally available on a supply basis with employment on a month-by-month basis but there may be a few selected vacancies available toward the end of the spring term 1978.
Application forms are available from 12 noon on Tuesday, December 13, 1977.

PHOENIX SCHOOL
London, E.2
Tel: 01-739 4278
Contact: Mrs Hall
Required for 1st week's advance notice: (Scale 1) required for January or as soon as possible.

OTHER POSTS

BEAUMONT ANNEXE
Wilmington Road, S.W.4
Herbert Road, SW19.
Required as soon as suitable applicants are found for the post of Assistant Teacher (Scale 1) Physical Education. Applicants should be able to contribute to the work of the Physical Education Department in developing and maintaining interesting and challenging programmes for children with severe learning difficulties.
The staff of the unit will operate closely with parents, teachers and other professionals in the paramedical and medical services.
Application forms from and returns within 14 days to Mr. Ashington Hilliard, Ed.D., County Hall, S.E.1 Tel. 01-633 5000 ext. 7 enclose a self-addressed envelope.

PEMBERTON HOUSE
Eltham
Required as soon as possible
Applications are invited from suitably experienced teachers for a full-time post in this special school for Physically Handicapped Children.
The unit is by the London Borough of Bromley's specialist provision for the physically handicapped. It has the advantage of being on the site of a large comprehensive school and therefore has access to all the facilities of a large school.
Application forms from and returns within 14 days to Mr. Ashington Hilliard, Ed.D., County Hall, S.E.1 Tel. 01-633 5000 ext. 7 enclose a self-addressed envelope.

PRIMARY SCHOOLS

Headship

Please see separate Headship Display advertisement for High View CM & I School.

Deputy Headships

CRAVEN PARK CM & I.
Castlecourt Road, Stamford Hill, N16 6DH
Tel: 01-800 5067.
Headmaster
Required for January or ASAP: Deputy Head Teacher (Scale 4). Applications are invited from suitably qualified and experienced teachers. The school has a reputation for good relationships, a building with generous provision of space, a CSE school. Applicants are most welcome to visit the School when they can show the special interests and should telephone for an appointment.
Application forms are available from the school.

HOLY TRINITY CE (JM & I)
Barlinnie Road, SE22.
Tel: 01-693 9925.
Required for April 1978:
Deputy Headteacher
Applications are invited from competent Christians. Visits welcomed: all enquiries to the Headteacher.

Posts of Responsibility

ABBOTS (JM & I)
Abbotts Street, Bkd.
Tel: 01-733 2419.
Required ASAP:
Experienced teacher for Scale 2 post with responsibility over the whole school. Mathematics is a well established subject and is taught to 24 boys in the upper sixth in the school. The subject is taught to 5 A level boys. The person appointed should be able to contribute to the work of this active department at all levels. A Scale 2 post would be available for a suitably qualified and experienced candidate. Further details of the post may be obtained from the Headmaster at the above address. Intending applicants will have to notify their intention to the Head of Science. Applications forms are available from the Headmaster (Tel. Please telephone to arrange a visit).

Scale 1 Posts

CHRIST CHURCH C.E. (V.C.) SCHOOL
Church Way, Greenwich, SE10 9AG
Tel: 01-858 2971
Required January 1978:
Experienced part-time teacher of infants for 2 afternoons each week. Will work one
Application forms obtainable from the Headmaster.

LORDAN FIELDS INFANTS
Westgate Street, E8.
Tel: 01-254 1 [illegible]
Required January 1978:
Part-time (4½ hrs) teacher for Nursery and Infants teaching. Please telephone to arrange

BLACKHEATH BYE PRIMARY SCHOOL
Wemborn Road SE13 5PD.
Tel: 01-852 2971.
Required immediately:
Part-time (4½ hrs) teacher to assist in Infant Department, mainly with language development.

RURAL CENTRES

Headship

MARGARET HALL RURAL CENTRE
Ockham, Surrey.
Applications are invited from teachers well qualified in either geography or biology for appointment as resident warden of the above centre from 1 September, 1978. In fitted accommodation, the warden cares for up to 30 pupils from both primary and secondary schools, mainly on residential fortnightly periods throughout the year. The Centre is a Field Studies Pursuits Centre for campus facilities. The warden will have a regular teaching commitment in addition to other duties, and will work with the teacher courses.
Salary responsibility of Burnham Senior Teacher Grade plus Fringe Area Lunchtime Allowance, together with a special allowance of £3[illegible] for overnight duties, the provision of one bedroom flat, free accommodation, a contribution of £[illegible] per annum for an average of 40 hours per week expenses allowance, a non-contributory pension scheme.
Application forms available from the Head of the Centre, Mary Warden, Hatchlands Park, Guildford, Surrey.

SECONDARY Technical Studies continued

Other Posts on Scale 2 and above

BERKSHIRE
MAIDENHEAD, ANTHONY HILL SCHOOL
Tel: 0628-[illegible]
Girls 11 to 18
Due to unforeseen circumstances we have a vacancy for a teacher of Needlework. Scale 2 post. Good modern facilities within lovely rural surroundings.
S.A.E. to Headmaster for personal details.

SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

FLEETWOOD LANKIDLME COUNTY HIGH—920
Broadway, Fleetwood FY7 8HF
September, 1978
HEAD OF GEOGRAPHY. Second within the Humanities Department
Scale 3.

LEYLAND ST. MARY'S HIGH SCHOOL
Royal Avenue, Leyland, Lancashire
Tel: 0772-[illegible]
GIRLS. Scale 3

SCALE 1 POSTS

SKERTON COUNTY SECONDARY SCHOOL
Green Road, Lancaster
As soon as possible
1. HEADMASTER (Scale 4)
2. ENGLISH/HUMANITIES

FLEETWOOD HEIGHTH HIGH—1,600—200 in Sixth Form
Poulton Road, Fleetwood
January, 1978.
1. FRENCH.
2. DOMESTIC SCIENCE

BLACKBURN, BILLINGE HIGH SCHOOL (1,250 mixed)
Preston New Road
January/May 1978.
1. ENGLISH.
2. HOME ECONOMICS (PUBLIC SCIENCE AND NEEDLEWORK)

NELSON, WALTON HIGH SCHOOL
Oxford Road, Nelson BB9 [illegible]
Comprehensive Mixed 900 pupils
1st January, 1978
ENGLISH.

NANSFIELD HIGH SCHOOL (1,000 mixed)
Oxford Road, Gillibrand, Chorley
Tel: 02572-[illegible]
Required January 1978 or as soon as possible thereafter.
HEADS OF DEPARTMENT

HASLINGDEN HIGH (11-16 Comp., 1,300 on roll)
Broadway, Haslingden, Rossendale
1st January or 1st May, 1978
Contact: Mr. Ashton
Required immediately
Teacher of Mathematics (including Emotionally Disturbed Children's Department).

City of Manchester Education Committee

Unless otherwise stated all posts are available from January, 1978, and application forms together with further particulars, are available from the Head of the school to whom they should be returned by 23rd December, 1977.

DEPUTY HEADSHIP

UNION BROOK HIGH SCHOOL FOR GIRLS
Northampton Road, Manchester, M10 9RP
DEPUTY HEAD (Group XI)
Required for Summer Term.
Applications are invited, upon the promotion of the present holder to be a Headship, from well qualified and suitably experienced candidates, for the post of Deputy Head (Group XI) at this 1968 purpose built 11-18 comprehensive school of over 1,100 boys.
Applicants should have enthusiasm, sensitivity, and proven commitment and have had substantial experience in a senior post in a large school. They should be able to make a major contribution to the administration, academic life, curriculum and general policy making of the school.
Application forms should be returned by 15 January, 1978.

SCALE 4

BIRLEY HIGH SCHOOL
Clarkewor Road, Hulme, Manchester, M15 5UU
HEAD OF SCIENCE
Required from Easter, 1978.
An enthusiastic and experienced teacher is required to lead a team of science in the teaching of science in mixed ability groups in years 1, 2 and 3 and to develop an integration of the major scientific disciplines for pupils under the age of 16.
The department has a reputation for innovation, development and adaptation. Applicants should have qualifications as well as training in outdoor pursuits courses in these areas. An ability to adapt to use of the specialist areas of Physics or Biology of both 'O' and 'A' level would be particularly useful.
S.P.S. allowance payable

HIGHFIELD HIGH SCHOOL FOR GIRLS
Church Lane, M9 [illegible]
1. Full-time/Temporary TEACHER of ENGLISH.
Candidates should be prepared to teach at all levels up to and including G.C.E. and C.S.E.
Application forms should be returned as soon as possible.
2. A TEACHER for REMEDIAL WORK. Initially the classes to be taken would all be in Lower School (Years 1-3) but members of the Department are encouraged to take an interest in the non-examination courses devised for the less able older girls.
Applicants should have enthusiasm, sensitivity, and proven commitment and have had substantial experience in a senior post in a large school. They should be able to make a major contribution to the administration, academic life, curriculum and general policy making of the school.
Application forms should be returned by 15 January, 1978.

SCALE 4

BIRLEY HIGH SCHOOL
Clarkewor Road, Hulme, Manchester, M15 5UU
HEAD OF SCIENCE
Required from Easter, 1978.
An enthusiastic and experienced teacher is required to lead a team of science in the teaching of science in mixed ability groups in years 1, 2 and 3 and to develop an integration of the major scientific disciplines for pupils under the age of 16.
The department has a reputation for innovation, development and adaptation. Applicants should have qualifications as well as training in outdoor pursuits courses in these areas. An ability to adapt to use of the specialist areas of Physics or Biology of both 'O' and 'A' level would be particularly useful.
S.P.S. allowance payable

HIGHFIELD HIGH SCHOOL FOR GIRLS
Church Lane, M9 [illegible]
1. Full-time/Temporary TEACHER of ENGLISH.
Candidates should be prepared to teach at all levels up to and including G.C.E. and C.S.E.
Application forms should be returned as soon as possible.
2. A TEACHER for REMEDIAL WORK. Initially the classes to be taken would all be in Lower School (Years 1-3) but members of the Department are encouraged to take an interest in the non-examination courses devised for the less able older girls.
Applicants should have enthusiasm, sensitivity, and proven commitment and have had substantial experience in a senior post in a large school. They should be able to make a major contribution to the administration, academic life, curriculum and general policy making of the school.
Application forms should be returned by 15 January, 1978.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

IMMIGRANT EDUCATION SERVICE

Scale 1
To work out and, in a local language teaching bid also second phase language support work with immigrant children in Rochdale schools. Experience and aptitude.
Application forms and further details from Mr. A. C. P. Milligan, O.A., Head of Immigrant Education Service, Facility for potentially Coloured Teachers, Trevelyan Street, Rochdale. Closing date Monday, December 19, 1977.

PRIMARY

DEARNLEY C.E. PRIMARY (5-11)
Union Road, Rochdale OL11 5NE
1st Littleborough Jones
Required for January 1978 or as soon as possible thereafter
GENERAL SUBJECTS, SCALE 1.
Junior teacher able to assist in Art and Craft and ability in drama and music is an advantage.
Application should be by letter immediately to the Head giving details of age, qualifications and experience, together with the names and addresses of two referees. Closing date Monday, December 19, 1977.

MIDDLE

Assistant Administer

REDSROOK (10-13)
Bridgeold Road, Rochdale OL11 5BX
Tel. Rochdale 49159
SCALE 1. BIOLOGY AND SOCIAL SCIENCES
Application should be by letter immediately to the Head giving details of age, qualifications and experience, together with the names and addresses of two referees. Closing date Thursday, December 15, 1977.

HIGH

BALDERSTONE COMMUNITY (13-18)
Queen Victoria Street, Rochdale OL11 2HF
Tel. Rochdale 4949
SENIOR GROUP TUTOR, SCALE 3.
Required for April, 1978, for the Group 12 Head of Comprehensive School, to coordinate the work of a team of tutors working with groups of tutorial pupils on well established English/Mathematics courses for about 15 periods each week. Remaining teaching time to within Departments depending on qualifications and experience.
Application forms and further details (please enclose a foolscap stamped addressed envelope) are available from the Head Teacher of the school. Closing date Friday, January 6, 1978.

ROCH VALLEY HIGH (11-18)
Cornfield Street, Milnrow, Nr. Rochdale OL16 3QR
Tel. Rochdale 42495
Required from January 1, 1978, for one term.
TEMPORARY TEACHER OF ENGLISH.
TEMPORARY TEACHER OF BIOLOGY.
Applications should be by letter immediately to the Head at the School giving details of age, qualifications and experience, together with the names and addresses of two referees. Closing date Monday, December 19, 1977.

SECONDARY Technical Studies continued

Other Posts on Scale 2 and above

EALING
(London Borough of)
EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Southcote Avenue, Southall, Middlesex
Required for January, 1978, or as soon as possible thereafter
HEAD OF MATHEMATICS
Applicants should be graduates with a good degree in Mathematics and preferably with a teaching qualification. Ability to take Pendulum and Duplicate examinations, and to prepare and mark S.A.T. scripts is essential.
Applicants should be able to contribute to the general life of the school.
Application forms available from the Headmaster.
Closing date: 19th December, 1977.

SANDWELL
(Metropolitan Borough of)
BRISNALL HALL HIGH SCHOOL
Off Oldbury Road, Rowley Regis
Required for January, 1978, SCALE 2 POST IN ART AND CRAFT
The Subject is taught by Specialist Staff.
Applicants should be graduates with specialist training and experience and the name of two referees should be forwarded immediately to the Headmaster, Brisnall Hall Lane, Oldbury, Warley, West Midlands.

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
St. JOSEPH'S RC CONFIRMATION SCHOOL
Hebburn
Scale 2 TEACHER of METAL WORK required for one term commencing 1st January, 1978.
Application forms may be obtained from the Head Teacher, St. Joseph's RC Comprehensive School, Hill Lane, Hebburn, and should be returned to him as soon as possible.

WEST SUSSEX
NORTH EARTHAM AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Bognor, Crawley Sussex
Required as soon as possible, TEACHER, male or female with skills in WOOD and METAL to work in a new dimension of Craft Department of this well established Mixed Comprehensive.
Temporary appointment for one year in the first instance.
Apply by letter to Head giving names of two referees.

Other than by subject Classification

Other Posts on Scale 2 and above

EALING
(London Borough of)
EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Southcote Avenue, Southall, Middlesex
Required for January, 1978, or as soon as possible thereafter
HEAD OF ART
Applicants should be graduates with a good degree in Art and Craft and preferably with a teaching qualification. Ability to take Pendulum and Duplicate examinations, and to prepare and mark S.A.T. scripts is essential.
Applicants should be able to contribute to the general life of the school.
Application forms available from the Headmaster.
Closing date: 19th December, 1977.

EAST SUSSEX
COUNTY COUNCIL
CHICHESTER AREA
PAGEHAM LANE HIGH SCHOOL FOR BOYS
Lake Lane, Pagham, Bognor Regis
Required from Easter, 1978
A TEACHER OF GEOGRAPHY
Applicants should be able to take Pendulum and Duplicate examinations, and to prepare and mark S.A.T. scripts is essential.
Applicants should be able to contribute to the general life of the school.
Application forms available from the Headmaster.
Closing date: 19th December, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post.
BESTWOOD COMPREHENSIVE
Bestwood Road, West Bestwood, Nottingham, NG5 5HW
Headmaster: R. P. Chambers, B.A.
Head: [illegible]
Required January 1978
Teacher of MATHEMATICS
Scale 1(a)
Applications forms available from and to return to the Headmaster at the above address.
Closing date: 19 December, 1977.

Scale 2 Posts

AVON COUNTY
HENBURY SCHOOL
Henbury Road, Bristol BS10 7QU
Telephone (0272) 503077
Required for January, 1978, a TEACHER of TECHNICAL STUDIES. This primary post for two terms.
Please write in the first instance to the Headmaster or telephone immediately.

BRENT
(London Borough of)
EDUCATION MANOR HIGH
MANOR HIGH SCHOOL
Carlton Avenue East, Wembley, HA9 7NA
Required for January, 1978 (or sooner) a TEACHER of ART to teach Art and Craft to boys aged 11-16 years in well-established Sixth form.
Excellent modern facilities in an attractive building.
Applicants from January or as soon as possible thereafter CHIEF TEACHER of ART to share a 0.5 teaching in conjunction to work in a well established Art Department, mainly with Middle and Upper School. Ability to take responsibility for the teaching of Metalwork, Woodwork and Craft and Drawing. A candidate in sympathy with a willing to show initiative in the department and to contribute to the general life of the School. A Promotion appointment would be considered.
Commencing January, 1978. Graduate applicants will also be considered.
London Allowance of £402 per annum is payable and for permanent full-time appointments there is a scheme for assistance with removal expenses including Fixed Term, etc., travelling and lodging allowance.

LAST SUSSEX
COUNTY COUNCIL
WHITMAN'S GREEN
WHITMAN'S GREEN HIGH SCHOOL
Lewes Road, Cuckfield, Sussex
Lewes Mile Road, Portslam, Brighton
Secondary Reorganisation
Required January 1978: WOODWORK TEACHER, ability to offer Technical Drawing an advantage. Candidates for "O" Level and CSE. Scale 1 post. Ability to offer qualified staff, and who will work at the Hanover Centre.
Education Grants Scheme in attendance.
Application forms available from, and to return to, the Headmaster at the School as soon as possible.
Closing date: 19 December, 1977.

HAMPSHIRE
BITTERNE WOOD SCHOOL
Longfield Road, Midland Crescent Park, Southampton
Required for January, 1978. Scale 2 post — TECHNICAL STUDIES — WOODWORK
Letter of application mentioning two professional referees to Headteacher with S.A.E. for details.

HARROW
EDUCATION COMMITTEE
HARROW HIGH SCHOOL
Lower Road, Harrow Weald, Middlesex
Tel: 01-427 [illegible]
Term Ends and Number is required to commence January, 1978 to teach in the TECHNICAL STUDIES — ENGINEERING — Ability to offer METALWORK is an advantage. Duties to include supervision of workshop.
Applicants should be graduates with specialist training and experience and the names of two referees should be forwarded immediately to the Headmaster, Harrow High School, Lower Road, Harrow Weald, Middlesex.

Scale 1 Posts

AVON COUNTY
HENBURY SCHOOL
Henbury Road, Bristol BS10 7QU
Telephone (0272) 503077
Required for January, 1978, a TEACHER of TECHNICAL STUDIES. This primary post for two terms.
Please write in the first instance to the Headmaster or telephone immediately.

BRENT
(London Borough of)
EDUCATION MANOR HIGH
MANOR HIGH SCHOOL
Carlton Avenue East, Wembley, HA9 7NA
Required for January, 1978 (or sooner) a TEACHER of ART to teach Art and Craft to boys aged 11-16 years in well-established Sixth form.
Excellent modern facilities in an attractive building.
Applicants from January or as soon as possible thereafter CHIEF TEACHER of ART to share a 0.5 teaching in conjunction to work in a well established Art Department, mainly with Middle and Upper School. Ability to take responsibility for the teaching of Metalwork, Woodwork and Craft and Drawing. A candidate in sympathy with a willing to show initiative in the department and to contribute to the general life of the School. A Promotion appointment would be considered.
Commencing January, 1978. Graduate applicants will also be considered.
London Allowance of £402 per annum is payable and for permanent full-time appointments there is a scheme for assistance with removal expenses including Fixed Term, etc., travelling and lodging allowance.

LONDON
(Borough of)
EDUCATION DEPARTMENT
ST. MICHAEL AND ST. GABRIEL
Lathom Road, E6
Roman Catholic Voluntary Aided Primary School for Girls, aged 7-11
Required for January, 1978
TEACHER (Preferably a member of other religious denomination) required as soon as possible.
Apply Clerk to the Governors.

MERTON
(London Borough of)
EDUCATION DEPARTMENT
EASTFIELD HIGH SCHOOL
FOR BOYS
Aveling Park, Merton, CR4 1BF
Headmaster: Mr. R. L. Atherton, M.A. (Oxon)
Required April, 1978 or earlier if necessary, a TEACHER of TECHNICAL STUDIES. This post is for two terms.
Applicants should be able to take Pendulum courses and be able to develop Technical Studies in the Lower School (Years 1-3) but members of the Department are encouraged to take an interest in the non-examination courses devised for the less able older girls.
Applicants should have enthusiasm, sensitivity, and proven commitment and have had substantial experience in a senior post in a large school. They should be able to make a major contribution to the administration, academic life, curriculum and general policy making of the School.
Application forms should be returned by 15 January, 1978.

NORTH YORKSHIRE
COUNTY COUNCIL
WHITBY SCHOOL
Prospect Hill, Whitby, North Yorkshire
Comprehensive School (11-18, 900 pupils)
Required in January, 1978 if possible:
SPECIAL EDUCATIONAL STUDIES DEPARTMENT: Scale 1 post, Ability to teach Engineering, Drawing, G.C.E. and C.S.E. level, but a certain amount of time for one or two terms may be offered to a teacher qualified also to teach metalwork and/or Motor Vehicle Science.
Applications for Easter will be considered for the permanent appointment.
Application forms (B.A.S.) and further details from the Headmaster, Whitby Comprehensive School, Tel. 0947-[illegible] (Please quote reference Ref. 1[illegible]) as soon as possible.

GATESHEAD
(Metropolitan Borough of)
Applications are invited from suitably qualified candidates for the undermentioned vacancy:
SOUTH LANGLEY COMPREHENSIVE SCHOOL
Hollinside Road, Blackham, Gateshead
Required for January, 1978, Scale 2 post — TECHNICAL STUDIES — WOODWORK
Letter of application mentioning two professional referees to Headteacher with S.A.E. for details.

ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:—

Design and Technology

Mathematics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (T52), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

CITY OF COVENTRY

Required January

ASSISTANT TEACHERS of

Foxford Mixed Comprehensive School
(Social Priority School) Grange Road (1,760 on roll)
HOME ECONOMICS. Scale 1.

Lyng Hall Girls' Comprehensive School
Blackberry Lane (1,500 on roll)
PHYSICS/BIOLOGY (full or part-time), Scale 1, experienced, for one-term temporary appointment.

President Kennedy Mixed Comprehensive School
Rookery Lane (1,070 on roll)
CHEMISTRY. Scale 1, to 18-plus level and combined Science. Possibility of some 'A' level work for suitable candidate.

Tile Hill Wood Girls' Comprehensive School
Nutbrook Avenue (1,030 on roll)
COOKERY SCIENCE with PHYSICS or CHEMISTRY, experienced, for one-term temporary appointment, Scale 1.

Bishop Ullathorne R.C. Mixed Comprehensive School
Leamington Avenue (1,460 on roll)
GIRLS' PHYSICAL EDUCATION. Scale 1. Ability to offer some Geography welcome. Experienced, for temporary appointment from 1.1.78 to 31.8.78.

Cardinal Wiseman R.C. Girls' Comprehensive School
(Social Priority School)
Potters Green Road (1,190 on roll)
GENERAL SCIENCE department offering courses of C.S.E., 'O' and 'A' level. Ability to offer Chemistry an advantage.

Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) with school and addresses of two educational referees and copies of the above vacancies to the Head Teacher of the school concerned, unless otherwise stated.

COUNTY OF SOUTH GLAMORGAN

Required for April, 1978, unless otherwise stated.

LLANRUMNEY HIGH SCHOOL, CARDIFF
(11-18 Comprehensive) Nine-form entry
DEPARTMENT OF SPECIAL EDUCATION: SCALE 1
Required for January, 1978. This is a temporary appointment for two terms. Teacher for the Special Education Department, in the main to teach children withdrawn from the classroom who have difficulty in meeting normal standards.
GIRLS: PHYSICAL EDUCATION: SCALE 2
To be responsible for the subject throughout the school.
FRENCH: SCALE 2
Experienced and qualified candidate to teach the subject throughout the school up to and including 'A' level.

RADYR COMPREHENSIVE SCHOOL, CARDIFF
(11-18) Six-form entry
(Teaching in that three years is in mixed ability classes)
HOME ECONOMICS: SCALE 2
To take responsibility under the Head of Department for three specialist Cookery/Home Management Rooms.
GEOGRAPHY: SCALE 1
Required in February, 1978, the temporary teacher during the leave of absence of a member of staff, to share in the teaching of the subject throughout the school up to and including 'A' level.

STANWELL COMPREHENSIVE SCHOOL, PENARTH
(11-18) Seven-form entry
GIRLS' PHYSICAL EDUCATION: SCALE 1
Required for April, 1978, or earlier if possible. An interest in Basketball would be an advantage.

Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

Scale 1 Posts

LONDON, S.W.6
ST. MARY'S C.E. (VOLUNTARY AIDED) COMPREHENSIVE SCHOOL
Bishops Avenue, London, S.W.6
Headmaster: Dr. Homer Smith
TEACHING required for one term to work with a team (seven) group in General Subjects.
Apply to the Headmaster of the school.

NEWHAM
(London Borough of)
CONSTABLE HIGH SCHOOLS
LEGAL
BRAMPTON MANOR SCHOOL
Roman Road, London E3 5QD
(Girls' Mixed co-educational)
Head Teacher: Williams, M.A.
Mr. Dick of Department
Required for January, 1978:
Part-time TEACHING/INSTRUCTOR with nursing qualifications for Home Visiting Courses. Two and a half days per week. Required to work fourth and fifth years and running an afternoon playgroup and child care courses.
Burnham Rates plus London Allowance £402.
Application forms may be obtained from the Head Teacher (telephone: 01-534 9933) and should be returned as soon as possible.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
THURSBROOK COMPREHENSIVE SCHOOL
11-16 Mixed. Approximately 900 on the roll
Required for January, 1978:
ASSISTANT TEACHER: Scale 1 plus S.U.A.
Required for GIRLS' GAMES throughout the age range and able to offer to years 1 and 2 terms the following: English, Mathematics, History and Geography.
Closing date: 20th December, 1977.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Drummond Street, Rotherham, Tel. 0742-[illegible] quoting Ref. 1[illegible] Director of Personnel Resources.

Cheshire

Application forms (send sae), unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

HEADS OF DEPARTMENT

(1) HEAD OF PHYSICS—Scale 3
(2) HEAD OF BIOLOGY—Scale 3
(3) HEAD OF GEOGRAPHY—Scale 3
Grange County Secondary
Latham Avenue, Runcorn.
All required for September, 1978, when the school is to integrate as Comprehensive. Help in housing may be given in certain circumstances.

HEAD OF REMEDIAL DEPARTMENT SCALE 3

Helsby High School
Chester Road, Helsby, Warrington.
Required for September, 1978, for new comprehensive school to be formed by amalgamation of two grammar schools. Details of post and application forms from headmistress designate at Helsby Grammar School for Girls, Chester Road, Helsby.

SCALE 2 & ABOVE

SECOND IN MATHEMATICS DEPARTMENT—Scale 3
ENGLISH—Scale 2 (Responsible for Drama)
Grange County Secondary,
Latham Avenue, Runcorn.
For details of school see under Heads of Department. Both required September, 1978.
J. K. G. TOMLINSON, M.A., Director of Education

SURREY COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £150 PA THROUGHOUT THE COUNTY.
★ Generous relocation expenses in approved cases.
★ Applicants for appointment to County and Voluntary Controlled Schools (except Reserved Teachers) effective from 1 September, 1977 and later should note that Assistant Teachers on Burnham Scale I will receive contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

DEPUTY HEADSHIP

ABBOTSFORD COUNTY SECONDARY SCHOOL, Stanwell Road, Ashford

DEPUTY HEAD TEACHER required Summer Term 1978 for this Group 12, mixed comprehensive for pupils aged 12 to 18 years. Estimated number on roll (January, 1978) 1,348. Salary Scale £8,300 to £8,924 pa plus £312 pa (1978 Supplement) plus £189 pa (1977 Supplement).

Application forms and further details available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.

Completed applications should be returned not later than 23 December, 1977.

POSTS OF RESPONSIBILITY

12-16 COMPREHENSIVE
FARNHAM, WEYDON COUNTY SECONDARY
Teacher for COMMERCE including Typing and Office Studies. Scale 2.
Tel. Farnham 25052/3/4.

SIXTH FORM COLLEGE
FARNHAM COLLEGE
Teacher for PE to Male Students. Scale 2 post available.
Tel. Farnham 23931/4.

SCALE 1 POSTS

12-16 COMPREHENSIVE
FARNHAM, WEYDON COUNTY SECONDARY
Required: Easter or later, teacher for GEOGRAPHY/MATHEMATICS. Subsidiary subject other than Mathematics considered.
Tel. Farnham 25052/3/4.

SUNBURY, KENYNGTON MANOR COUNTY SECONDARY
ENGLISH teacher to teach throughout school. Interest in Drama an advantage.
Tel. Sunbury-on-Thames 82410.

FURTHER DETAILS AVAILABLE FROM THE HEAD WHERE THE TELEPHONE NUMBER IS SHOWN.

Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. STAP applications accepted for Scale 1 posts only.

(The Authority will not be advertising every individual Scale 1 post, but a complete list of all vacancies will be sent on receipt by the County Education Officer of a stamped, addressed, foolscap envelope).

SECONDARY
continued

Appointments in Scotland

BORDERS
REGIONAL COUNCIL
[illegible]

FIFE
REGIONAL COUNCIL
EDUCATION COMMITTEE
Applications are invited for the following post from suitably qualified teachers [illegible]
ASSISTANT PRINCIPAL TEACHER OF [illegible]
[illegible]
James M. Dundon, Chief Executive Officer.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
WEST LOTHIAN DIVISION
[illegible]
Appointment of DEPUTY HEAD TEACHER and ASSISTANT HEAD TEACHER.
[illegible]
The closing date for applications is 23rd December, 1977.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
Applications are invited from registered TEACHERS for the following posts:
EAST LOTHIAN DIVISION
[illegible]
DUNBAR GRAMMAR SCHOOL
[illegible]
MUSSELBURGH GRAMMAR SCHOOL
MATHEMATICS

[illegible]
The closing date is Friday 23 December, 1977.

Sixth Form and Tertiary Colleges

Heads of Department

HAMPSHIRE
ALTON COLLEGE
[illegible]

Scale 1 Posts

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
BRIGHTON, HOVE AND SUSSEX SIXTH FORM COLLEGE
[illegible]

Special Education

Headships

SUSSEX
HAMILTON LODGE SCHOOL FOR DEAF CHILDREN
[illegible]

Deputy Headships Senior Masters/Mistresses

BURY
(Metropolitan Borough of)
[illegible]

EAST SUSSEX
HAZEL COURT SCHOOL
[illegible]
Required from April, 1978, DEPUTY HEAD TEACHER for this Group 4 (S) school, number on roll 65 (aged three to 16). Applicants should preferably hold qualification in special education and have had successful teaching experience with E S N (S) children. [illegible]

London Borough of
RICHMOND UPON THAMES
STRATHMORE (ESN-S) SCHOOL,
Strathmore Road, Teddington TW11 8UH

Applications are invited for the post of

Head Teacher

required from April, 1978.
Salary Group 6(S), plus Outer London Allowance.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable by 4th January, 1978.

BUCKINGHAMSHIRE EDUCATION COMMITTEE
AYLESBURY VALE DIVISION

Day School for Slow Learners —Aylesbury

HEADTEACHER
(GROUP 6 S)

Appointment from 10 April, 1978

Applications are invited from suitably qualified and experienced teachers for the Headship of this new school now completed to provide for 120 pupils within the age-range 3-16 from September, 1978.
The school will contribute to meeting the educational needs of ESN(M) children in the centre of the County, and will also have an important function in diagnosis and assessment, particularly with younger children. The post calls for imagination, initiative and insight in this important area of work.
Removal expenses up to £150 (payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation.
Application form and further particulars (SAE) from Divisional Education Officer, Exchange Street, Aylesbury, HP20 1UH. CLOSING DATE: 23 December.

Devon Education Committee
EXETER COLLEGE
The First Tertiary College
Principal: P. H. Merfield, MA

Director of Studies

at Second Vice-Principal level

Applications are invited for appointment from May, 1978 following the promotion of the first Director to a principalship. Candidates must have a good honours degree with senior experience in Further Education and in Schools. Special responsibility for school links, curriculum development, student services and adult education across full range of F E courses.
Status: Second Vice-Principal
Salary: £9,375
Application forms and further particulars (SAE please) from: The Principal, Exeter College, Hele Road, Exeter.
Closing date December 31.

Somerset
COUNTY COUNCIL

BRIDGWATER COLLEGE

Do you want to teach electrical engineering

An immediate vacancy exists in one of Somerset's new tertiary colleges for a Lecturer Grade I (salary: £2,913-£4,809) to teach electrical engineering on EITB "Off the Job" Courses, City and Guilds Craft and T.E.C certificate courses.

You should possess HNC or full Technical Certificate in Electrical Engineering. Further particulars and full details, returnable as soon as possible, from the Principal, Bridgwater College, Broadway, Bridgwater TA6 5HW. Bridgwater 55404.

SPECIAL EDUCATION
Deputy Headships continued

EAST SUSSEX
NEW LONGWOOD ESN (S) SCHOOL
[illegible]

NEWCASTLE upon Tyne
NORTHERN COUNTIES SCHOOL FOR THE DEAF
SECOND MISTRESS/MASTER
[illegible]

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
JOHN GRANT SCHOOL FOR E.S.N. (S) PUPILS
[illegible]

NORTH WALES
CLWYD HALL SCHOOL
[illegible]

WILTSHIRE
[illegible]

BRADFORD (City of)
METROPOLITAN COUNCIL
[illegible]

BRADFORD (City of)
[illegible]

BRADFORD (City of)
METROPOLITAN COUNCIL
LINTON RESIDENTIAL SPECIAL SCHOOL
[illegible]

CUMBRIA
[illegible]

HERTFORDSHIRE
COUNTY COUNCIL
[illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATION SERVICES FOR HEARING IMPAIRED CHILDREN
[illegible]

MEDWAY DIVISION
CHATHAM—SPECIAL TUITION GROUP
[illegible]

Heads of Department

CAMBRIDGESHIRE
[illegible]

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
[illegible]

BERKSHIRE
HOLYPORT MANOR SPECIAL SCHOOL
[illegible]

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC REMEDIAL TEACHER
NORTH POWYS
[illegible]

STAFFORDSHIRE
EDUCATION COMMITTEE
SANFORD HILL PARTIALLY HEARING UNIT
[illegible]

SUSSEX
[illegible]

WEST SUSSEX
[illegible]

Scale 1 Posts

CUMBRIA
GREYSTONE HOUSE
[illegible]

DERBYSHIRE
EDUCATION COMMITTEE
ASTON HALL SCHOOL
Required from January 1978, or as soon as possible afterwards:— A qualified TEACHER for work with a small group of Emotionally Disturbed Children within this Special School. [illegible]
Salary Burnham Award Scale 1 plus Special School Allowance.
[illegible]

DEVON (South)
TEACHER with MATHEMATICS as main subject required by DAWLISH COLLEGE [illegible]

EDINBURGH
THE ROYAL BLIND SCHOOL
Craigmillar Park
Edinburgh EH16 5NA
[illegible]
Apply to Headmaster.

HARINGEY
[illegible]

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
ETTON PASTURE SCHOOL
[illegible]
Closing date for applications, 19th December, 1977.

KENT
[illegible]

LINCOLNSHIRE
CAISTOR HOSPITAL
[illegible]

LIVERPOOL
Applications are invited for the following posts.
[illegible]

SALOP
REMEDIAL TEACHER, experienced for remedial work plus some ART. [illegible]

SHROPSHIRE
[illegible]

SUNDERLAND
[illegible]

SURREY
[illegible]

SURREY
[illegible]

FOR SALE.—Established private educational day unit [illegible]

REMEDIAL TEACHERS required in Hampshire, Fairtax area. Telephone Winchester 3764.

Independent Schools

Headships

HEAD TEACHER required September 1978 for East Anglian PNEU school: accommodation available: spouse could assist in school or local sixth-form college.—Write with full details to Box TES 3034, The Times, WC1X 8EZ.

By Subject Classification

Art and Design

KENT
[illegible]

PERTHSHIRE
[illegible]

Classics

DORSET
[illegible]

Commercial Subjects

LONDON, N.W.3
[illegible]

Economics

HERTFORDSHIRE
BERKHAMSTED SCHOOL
[illegible]

English

CHELTENHAM
DEAN CLOSE SCHOOL
[illegible]

EDINBURGH
[illegible]

RUTLAND
OAKHAM SCHOOL
[illegible]

SALOP
OSWESTRY SCHOOL
[illegible]

SURREY
[illegible]

HIGH CLOSE RESIDENTIAL SCHOOL
WOKINGHAM, BERKS

DEPUTY PRINCIPAL (CARE)

£3,474-£3,857 p.a.
+ £312 p.a. Supplement
+ Phase 2

Required at this School for 48 girls in the E S N range of ability, many of whom are maladjusted. High Close offers a stable living and learning environment which encourages emotional and educational development.

As a member of the senior management team, the Deputy Principal (Care) plays a key part in developing and maintaining the school's aims. If you have a relevant qualification and are experienced in staff supervision, this post will make good use of your skills.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Conditions of service broadly in line with Local Authorities. Transferable pension. Housing available.

Applications to: Divisional Director (Child Care), London Division, Tanners Lane, Barkingside, Ilford, Essex. Enquiries to: Miss O. Way, Tel: Wokingham 785767

Barnardo's

THE HESLEY GROUP OF SCHOOLS
WILSIC HALL SCHOOL

The Hesley Group of Schools requires for Wilsic Hall School:—

A HANDICRAFT TEACHER

Wilsic Hall School is a recently opened Independent Residential School for Maladjusted Boys situated in its own substantial grounds in a rural setting on the Nottinghamshire/Yorkshire borders. Wilsic Hall is a school for Senior Boys aged 13+, all of whom have previously been in residence at Hesley Hall School, situated some 6 miles away.

Applicants should be keen to work with disadvantaged boys, involving themselves fully in a developing community. The person appointed will be expected to develop craft facilities throughout the school and be capable of teaching such out of workshop subjects as Technical Drawing.

Salary Burnham Scale 1 or 11S plus EDA at 1920 per annum.

Application forms and further details from:
The Director, Wilsic Hall School,
Wadworth, Nr. Doncaster, S. Yorks.

INDEPENDENT continued

Mathematics

ESSEX

Qualified TEACHER required for April in well-established co-educational day school of 160 pupils to take MATHEMATICS to "O" level. Candidates would be required to make a positive contribution to the academic and pastoral life of the school.

Scale 1 post, Burnham salary, plus London Weighting Allowance.

Applications to Headmaster, Raphael School, 56 Junction Road, Romford, Essex.

LONDON

ASHBOURNE COMMUNITY SCHOOL
8 Cromwell Place, London S.W.7

Required for January 1978: TEACHER of MATHEMATICS for children aged 14 to 18.

Application forms from Personnel Manager.

LONDON

EMANUEL SCHOOL

An additional member of staff to teach MATHEMATICS is required for January, 1978. This could be a full or part-time post for a limited period; there is a possibility of full-time employment from September, 1978. The teaching would be to "O" level standard only (B.Sc.) or to "A" level for suitable candidates.

Applications, with curriculum vitae and names of two referees, to the Headmaster, Emanuel School, Battersea Rise, London SW11 1HS.

SURREY

MATHS TEACHER required January, 1978, to teach nine to 13 year olds up to C.E. level and P.S.B. Burnham. Good accommodation if required.

Apply Headmaster, stating qualifications and experience, Burys Court School, Leigh, Near Reigate, Surrey.

Modern Languages

Heads of Department

LEICESTERSHIRE

LOUGHBOROUGH GRAMMAR SCHOOL

(H.M.C., Direct Grant going independent, 800 boys; 230 in Sixth Form.)

Required for September, 1978, through retirement, a HEAD of MODERN LANGUAGES to teach principally French. The second language in the school is German. The salary is Burnham Scale 4 plus the Loughborough allowance.

Applications should be sent with curriculum vitae and the names and addresses of two referees to the Headmaster at the School.

Other Assistants

EDINBURGH

FETTES COLLEGE

Required for September, 1978, two TEACHERS keen on boarding Public School work, to teach at all levels up to S.C.E. A/B and University Entry.

(1) FRENCH with GERMAN

(2) FRENCH with SPANISH.

Games, particularly rugby, an advantage. Good school accommodation for single persons. Living out allowance if married quarter not available. Central. 100 acres.

Applications in writing, with names of two referees, to Headmaster, Fettes College, Carrington Road, Edinburgh EH4 1QX.

ESSEX

Qualified TEACHER required April in well-established co-educational day school of 160 pupils to take FRENCH to "O" level and some Junior School English.

Candidates would be required to make a positive contribution to the academic and pastoral life of the School.

Scale 1 post. Burnham salary, plus London Weighting Allowance.

Application to Headmaster, Raphael School Trust, 56 Junction Road, Romford, Essex RM1 3QS.

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE

Required for April or September 1978 good honours GRADUATE qualified to teach FRENCH throughout the school to "A" level and Oxford and Cambridge Entrance Scholarship standard. Well equipped language rooms with 16 booth language laboratory and A/V rooms.

Burnham salary, Government Superannuation.

Apply Principal, giving curriculum vitae and two referees.

LONDON, N.6

CHANNING SCHOOL
Highgate
Independent Public Day School for Girls—two-stream

January, 1978, owing to illness, temporary full time post for Spring Term, to teach GERMAN to ordinary level and FRENCH to 11-15-year-olds. Burnham Scale 1. London Addition (maximum), Government Superannuation.

Apply to the Headmistress, Channing School, Highgate, London N6 5HF, giving names of two referees.

RUTLAND

OAKHAM SCHOOL
(Co-educational, 500 boarders; 345 day; 300 Sixth Form)

MASTER/MISTRESS to teach LANGUAGES is required for September, 1978. To introduce and develop SPANISH; FRENCH to O level. Experience in teaching English as a foreign language an advantage.

Applications, with full curriculum vitae and two referees, to Headmaster, Oakham School, Chapel Close, Oakham.

Music

Heads of Department

PERTHSHIRE

BANNOCH SCHOOL

(S.H.M.I.S. 270 boys)

Required in January or April, DIRECTOR OF MUSIC, for choir, orchestra, class music to "O" level and instrumental teaching. New music wing.

Country boarding school. Single or married accommodation available. Scottish salary scale superannuation.

Applications for temporary post considered. Apply with full curriculum vitae and two referees to Headmaster.

Other Assistants

LANCASHIRE

ROSSALL SCHOOL
Fleetwood, Lancs.
(H.M.C., Independent)

Required for April or September 1978, an INSTRUMENTAL TEACHER of STRINGS (full time) to teach violin and viola, conduct string orchestra and develop chamber ensembles.

Further particulars and application forms available from the Headmaster, Rossall School, Fleetwood, Lancashire.

OXFORD

ST. EDWARD'S SCHOOL

ASSISTANT DIRECTOR OF MUSIC required for April/September, 1978. An enthusiastic specialist is sought to teach Brass throughout the school, which has three full and 25 part-time teaching staff. Details and application forms from the Warden, St. Edward's School, Oxford OX2 7NN. Closing date January 10, 1978.

Pastoral

KENT

THE SACRED HEART SCHOOL
Beechwood,
Pembury Road,
Tunbridge Wells, TN2 3QD
Catholic Independent School for 270 girls, 11-18

ASSISTANT HOUSEMISTRESS required in January for one or two terms for residential duties in Middle School (11 and 14 year olds). Teaching experience not essential.

Apply to the Headmistress.

LONDON SE3

HOUSEMASTER required for early January. Boys' Boarding School, ages eight to 18. Disciplined environment.

Apply: D. E. Knight, Christ's College, Blackheath, S.E.3. Tel.: 01-852 0092.

OXFORDSHIRE

RESIDENT ASSISTANT HOUSEMISTRESS

Wanted in January at St. Mary's School, Wantage, Oxon, to work closely with Housemistress in a house of 60 girls aged 11 to 18. Experience not as necessary as energy, interest and sense of humour. Full board in term-time as well as small salary. Good staff pension scheme.

Please apply to the Headmistress with details of experience and the names of two referees.

HOUSEMISTRESS

REQUIRED JANUARY OR APRIL

FRENSHAM HEIGHTS SCHOOL,
Rowledge, Farnham, Surrey

A co-educational boarding and day school

We require a mature, responsible woman of some experience and quality capable of running a landing of 30 girls aged 11 to 13 with firm control and high standards. Minimum age 26. Free board and accommodation for 38 weeks a year; generous holidays; good salary; super staff. Write fully to the Headmaster, with the names and addresses of two referees.

Physical Education

CORNWALL

TRURO SCHOOL
Cornwall, TR1 1TH

Required, as soon as possible, a P.E. SPECIALIST who has ability and an enthusiastic approach to Sports Hall and Gymnastic work. The post offers an opportunity for a keen young man to run indoor activities, including Basketball and Gymnastics.

Involvement in out-of-school activities is an important additional requirement for this post.

Apply by letter to the Headmaster of the School, enclosing full details of qualifications and career, and copies of one or more recent testimonials, and names of two referees.

LONDON, N.W.11

KING ALFRED SCHOOL
North End Road, London NW11 7HY

Required as soon as possible by this all-age co-educational independent day school, a TEACHER for BOYS' GAMES. Some coaching in Cricket and Football essential. Please state subsidiary subject offered.

Please apply in writing (S.A.E.) to the Headmistress, giving details of qualifications and experience and the names of two referees.

NORTHAMPTONSHIRE

OUNDLE SCHOOL
Northamptonshire

A temporary TEACHER is required for the Lent Term to help with HOCKEY COACHING. The school possesses two hard pitches and has an extensive fixture list.

Applications as soon as possible, including the names of two referees, should be sent to the Headmaster, The School, Oundle, Peterborough PE8 4EN.

Science

Heads of Department

SOMERSET

BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT
(100 in Sixth Form)

Required in September, 1978, HEAD of PHYSICS Department.

Enquiries and applications to the Headmistress.

Other Assistants

CROYDON

WHITGIFT SCHOOL
(HMC: 900 boys)

Required in September, 1978, GRADUATE to teach PHYSICS throughout the school to "O", "A", Advanced and university scholarship level in a Science Department with excellent facilities and results. Willingness to contribute to extra-classroom activities an added recommendation.

Salary on Whitgift Scale I or II (above Burnham) according to experience. Removal expenses, etc., payable up to limit of £200.

Apply to the Headmaster, Whitgift School, Haling Park, South Croydon, CR2 6YT, Surrey, enclosing curriculum vitae and names and addresses of two referees.

CROYDON

WINTON SCHOOL
(Educational Day School Trust)

Required in January, HONOURS GRADUATE qualified to teach CHEMISTRY to all levels of ... Certificate and to University Entrance, including Oxbridge.

Ability to assist with games (Rugby/Cricket) or other extra-curricular pursuits would be a recommendation.

Burnham Scale I or 2 salary according to qualifications/experience, with London Area Allowance. Government superannuation. Flat available.

Applications, with full details and names of referees should be made to the Headmaster, Winton Addiscombe Road, Croydon.

CUMBRIA

A GRADUATE to teach BIOLOGY at all levels in the school is required in September 1978 or 1979.

The post would ideally suit a young person in his first or second post. Applications from those interested in the possibility of coaching rugby and cricket at the top level would be especially welcome.

Sedbergh has its own salary scale; housing is available.

Applications, including full curriculum and the names of two referees, should be sent to the Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG.

LONDON

MODERN TUTORIAL COLLEGE
Kilburn Lane
London, W10 4AA
Telephone: 01-960 5899

A part-time GRADUATE TEACHER, preferably with experience, is required for January, 1978, to teach Biology and Chemistry to Ordinary level for two hours per day. A responsible and interested approach is required. Own salary scale.

Please contact the Registrar.

LONDON

FRIERN BARNET GRAMMAR SCHOOL FOR BOYS
Friern Barnet Road, London, N 11
Tel.: 01-368 3777

Required for January or April, 1978, qualified TEACHER for BIOLOGY, with MATHEMATICS. Willing to help with Games. Burnham Scale. Superannuation scheme.

Apply to the Headmaster, giving names of two referees.

LONDON

Required for Spring Term, a TUTOR in BIOLOGY, with CHEMISTRY, to Advanced level, full time.

Please apply to Davies, Laing & Dick Ltd., 10/11 Pembridge Square W2 4ED. (Tel. 229 0891).

BIOLOGY/HUMAN BIOLOGY.—Experienced Teacher required for Spring Term, 1978. Preferably resident. Small independent Boys' School in Sussex. For details write Box TES 5083, The Times, WC1X 8EZ, enclosing curriculum vitae.

Technical Studies

SALOP

OSWESTRY SCHOOL
(Salop)

Co-educational Day and Boarding School of 320 pupils (SHMIS).

Required in September, 1978, CRAFT TEACHER (Metalwork and Woodwork). The School is in the process of building a new Art and Craft block which will come into commission in September 1978. Craft has never been taught in the School before, so the person appointed, who should have had at least a few years of teaching experience, will have the opportunity to develop Craft in the School from scratch. He or she will be directly responsible to the Head of Art. Salary scale 1 or 2, depending on experience, etc.

Full details and application forms from the Headmaster, Oswestry School, Upper Brook Street, Oswestry, Salop, SY11 2TL.

Other than by subject Classification

BERKSHIRE

ETON COLLEGE

Required: AUDIO VISUAL AIDS MEDIA TECHNICIAN for appointment in the early part of 1978.

To be responsible for the organization and general maintenance of AV equipment. The duties of the person appointed will include the production of photographic materials and tape recordings. He or she will also be required to instruct both pupils and staff in the use of technical equipment. Salary will be negotiable according to qualifications and experience, with accommodation if required.

Applications should be submitted in writing, giving details of age, qualifications, experience, and special interests together with the names of two referees, to the Head Master, Eton College, Windsor, Berkshire.

BUCKINGHAMSHIRE

CHARMANDEAN SCHOOL
Tillingstone Dadford, Buckingham

Required in the Spring or Summer Term 1978, resident, Christian only, female TEACHER for small boarding school for girls to teach GENERAL SUBJECTS (aged 8 to 9 years), and to be responsible for the teaching of ART and CRAFT (8 to 14 years).

Applications to the Principal, in writing, with details of qualifications, experience, etc., and the names of two referees.

EALING

Recent GRADUATE required for GENERAL SUBJECTS to Lower Forms.

Full time appointment commencing January, 1978.

Telephone: 01-567 5738.

HERTFORDSHIRE

THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston near Hitchin

Requires a mature HOUSEMISTRESS or ASSISTANT able to offer FRENCH and/or ENGLISH and/or MATHEMATICS.

Apply Headmaster.

LONDON, S.W.7

HOBBES TUTORS LTD.

Required immediately PART-TIME TUTOR to teach Elementary ... Marketing.

Please send detailed application to the Principal at 1 Drayton Gardens, London S.W.7.

OXFORD

ST. EDWARD'S SCHOOL

APPOINTMENT OF WARDEN

The Governors of St. Edward's School invite applications for the post of WARDEN, which will become vacant in September, 1978.

Candidates must be graduates of a university in the United Kingdom or Ireland and communicant members of the Church of England. Preference will be given to candidates between the ages of 35 and 45.

Particulars of the conditions of appointment attached to the post and the method of application may be obtained from the Bursar, St. Edward's School, Oxford, OX2 7NN.

Applications should be submitted, if possible, by December 31st, 1977, and at the latest by January 7th, 1978.

The choice of the Governors will not necessarily be confined to those who make application.

WINCHESTER

ST. SWITHUN'S JUNIOR SCHOOL
Winchester

Required in the summer term 1978 a full-time member of staff to teach GENERAL SUBJECTS (aged 7 to 9 years) and to be responsible for the teaching of Art (11 to 14 years).

Applications to the Headmistress, in writing, with details of qualifications, experience, etc., and the names of three referees.

WILTSHIRE

Keen, dedicated, enthusiastic, general subjects Secondary TEACHER required for the summer term 1978.

Please apply: The Principal, Grittleton House School, Grittleton, Near Chippenham, Wiltshire.

F.I.S.—Vacancies in good independent schools. Details foolscap s.a.e. to Staff Dept., 11a, Campden Hill Gardens, London, W.8.

Preparatory Schools

Headships

SALOP

BELLAN HOUSE SCHOOL
Oswestry

A HEAD TEACHER will be required for September, 1978, on the retirement of the present Principal. The school is a co-educational day and boarding school for children aged three to 11 years. In September, 1978, it will be merged with Oswestry School, the nearby co-educational Public School.

Applications will be considered from suitably qualified teachers, men or women, and from married couples, where both partners would contribute to the running of the school. Salary, Burnham Group 1 with free accommodation, board, etc. Full details and application forms from Clerk to the Governors, Oswestry School, Upper Brook Street, Oswestry, Salop SY11 2TL.

By Subject Classification

Geography

SURREY

RIPLEY COURT SCHOOL
Ripley

Recognized Preparatory School

Qualified TEACHER required to take GEOGRAPHY (up to C.E.) and P.S.S. and general junior subjects including, if possible, Latin and French. Encouragement given to new ideas and training. Good testimonials essential, experience desirable. Art, music, drama, swimming, games, other interests welcomed. 300 yards village and Green Line. Burnham Scale with Surrey allowance. Government superannuation.

Mathematics

BERKSHIRE

BERKSHIRE EASTHILL School
Woolhampton, near Reading
(I.A.P.S., 140 boys)

Required in April or ... 1978 an experienced TEACHER for Middle School MATHEMATICS.

This post could possibly be combined with a part time secretarial. Married and ... accommodation available.

Apply to the Headmaster.

BIRMINGHAM

BLUE COAT SCHOOL
Harborne, Birmingham B17 0HR
(Incorporated I.A.P.S. Co-educational School, 7 to 14, 450 pupils)

Required in April September 1978 resident qualified single MASTER or MISTRESS to teach MATHS and some English to children in middle and upper school; or an ASSISTANT HOUSEMASTER or MISTRESS in a boys boarding house.

The school occupies pleasant and well equipped buildings set in 15 acre grounds with playing fields and a heated swimming pool on site. Applicants should be willing to help with recreational and games activities. Burnham Scale 1 with free board and allowance if resident. Boarding duties, good single accommodation.

Write to Headmaster with full details, giving names of two referees.

Music

CROYDON

WINTON HOUSE PREPARATORY SCHOOL
(Educational Day School Trust)

Required in January, ASSISTANT MASTER or MISTRESS qualified to teach MUSIC and/or GENERAL SUBJECTS full or part time.

Burnham Scale Salary, with London Area allowance and Government superannuation.

Applications with full details and names of referees, should be made to the Headmaster, ... Addiscombe Road, Croydon.

Science

HEREFORD AND WORCESTER

THE DOWNS SCHOOL
Colwall, Malvern

Required January or April: 1st/2nd permanent TEACHER of SCIENCE, 2 Gen or similar, for September of preparatory ... Games enthusiasm very important.

Burnham Scale.

Apply to Headmaster, with curriculum vitae, and names of two referees.

SCIENCE TEACHER required January, April or September to take charge of the subject in I.A.P.S. day and boarding school 20 miles from London in pleasant area. Burnham Scale. Government superannuation. House available.—Write to Headmasters, Sunningdale School, Englefield Green, Egham, Surrey.

Other than by Subject Classification

HEREFORD/WORCESTER

THE DOWNS SCHOOL
Colwall, Malvern

Required in January or April, a GRADUATE, or similar, present, with Preparatory School experience, to teach middle school MATHS, etc., and various subjects at all levels.

Burnham scale.

Apply to Headmaster, with curriculum vitae, and names of two referees.

LONDON

FRIENDS OF THE ... EDUCATIONAL TRUST

Are to require a registered teacher INFANTS' SCHOOL TEACHER for private Jewish school in West London to start January 1978. Salary in accordance with Burnham Scale.

Applications, with details of qualifications and experience to be sent to ..., 2 Regent Street, SW1 before 15 December, 1977.

LONDON, W.11

Independent Pre-Preparatory School ... Boys requires a qualified TEACHER in January 1978 for 4 to 6 year-olds (Burnham Scale).

Applications in writing to The Headmaster, Falkner House, 19 Pembridge Villas, London W11 3EP, with the names of two referees.

MASTER required for Maths (840 ...) and all Games. Non-resident post in I.A.P.S. boys day prep school.—Apply Headmaster, Long Close School, Upton Court Road, Slough, Bucks.

Colleges of Further Education

Heads of Department

CUMBRIA

EDUCATION COMMITTEE
BARROW-IN-FURNESS COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow-in-Furness

Required as soon as possible, HEAD of DEPARTMENT OF ELECTRICAL ENGINEERING and SCIENCE. Grade III. The Department is responsible for H.N.C. Courses in Engineering (Electrical) and Science, also H.N.C. Courses in Electrical and Electronic Engineering. City and Guilds courses are also provided for Electrical Technician Certificate, Installation and Craft Studies. Technical ... courses are also offered. Applicants must be graduates and/or Chartered Engineers.

Salary Scale £6,???? to £7,013.

Further particulars and application forms are available from the Principal to whom they should be returned not later than December 23, 1977.

DEVON

EXETER COLLEGE

THE FIRST TERTIARY COLLEGE, THE INSTITUTE OF STUDIES at Second Vice Principal level. 16 plus Sixth Form and Tertiary Colleges.

COLLEGES OF FURTHER EDUCATION continued

LONDON

INNER LONDON EDUCATION AUTHORITY

LONDON COLLEGE OF PRINTING

Required in September, 1978, HEAD of SCHOOL of BOOKBINDING and PRINT FINISHING PROCESSES within the Department of Printing and Post-printing, the appointment will be at PRINCIPAL LECTURER level, with responsibility related to the fields of Graphic Bookbinding, Craft Bookbinding, Print Finishing, Publishers Edition Bookbinding and Carton and Box-making. Applicants should possess industrial qualifications in one or more of these fields and preferably have had organizational experience within Further/Higher Education related to courses at City and Guilds and Technical Education Council (TEC) levels. Experience of working with students at a more advanced level including degree would be an added advantage.

Salary in accordance with the Burnham (F.E.) Report on all incremental scale within the range £5,940 to £6,642 plus £402 Inner London Allowance and supplement of £492.

Application form and further particulars obtainable from the Senior Administrative Officer, London College of Printing, Elephant and Castle, London SE1 6SB, and returnable by December 30, 1977.

ROTHERHAM

Metropolitan Borough of Rotherham
DEPARTMENT OF EDUCATION
ROTHER VALLEY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF TECHNOLOGY

Required for April, 1978 HEAD OF DEPARTMENT—Grade III

Owing to the promotion of the present holder to Vice-Principalship of the College, applications are invited for this post from well-qualified candidates with industrial experience and substantial and varied practice in Further Education, currently at Senior Lecturer/Deputy Head level in a technical department of a College of F.E. The successful candidate will show genuine interest in developing the traditional courses in addition to the normal craft and technician provision for the Mining and Engineering Industries.

Salary: Grade III: £5,931-£7,02?, plus supplements of £312 plus £180.

Closing date: 6th January, 1978. Application forms and further particulars available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2121, Ext. 3567.

S. W. Gillis, Director of Personnel Resources.

HANDSWORTH TECHNICAL COLLEGE

PRINCIPAL

The retirement of the Principal of this Group IV College creates a vacancy from 1st September, 1978.

Details of the post and application forms are obtainable from and returnable to the Chief Education Officer, Education Offices, Further Education Branch, Margaret Street, Birmingham B3 3BU.

Closing date for applications—9th January, 1978.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

ST. HELENS

EDUCATION COMMITTEE
DEPARTMENT OF ADULT STUDIES
NEWTON-LE-WILLOWS COLLEGE OF FURTHER EDUCATION

HEAD of DEPARTMENT, Grade I, required for May 1, 1978. In addition to non-vocational work, the department makes provision for the disadvantaged adult.

Further particulars and application form, which should be returned to the College as soon as possible, may be obtained from the Principal, Newton-le-Willows College of Further Education, Crow Lane East, Newton-le-Willows, Merseyside WA12 9TT.

(Telephone: Newton-le-Willows 4659.)

SOUTH GLAMORGAN

SOUTH GLAMORGAN HEALTH AUTHORITY (TEACHING)
DIRECTOR OF STUDIES

Based at the combined Training Institute University Hospital of Wales.

The post which is the first of its kind in the United Kingdom, offers the successful candidate the opportunity to set methods and standards of integrated training for remedial students, which could provide a model for others to follow.

The person appointed will have experience in Education Development within the Higher/Further Education fields and/or one of the three remedial professions. He/She will also be required to demonstrate enthusiasm for the concept of integrated training and the ability to co-ordinate the efforts of fellow professionals towards a common goal.

The contract will initially be for a period of four years' duration.

Salary: £5,790 to £6,969 plus supplement in earnings.

Application forms from: Area Personnel Officer, South Glamorgan Health Authority (T), Pearl Assurance House (7th Floor), Greyfriars Road, Cardiff CF1 3JH.

Closing date: 19th January, 1978.

Other Appointments

BARNSLEY

(Metropolitan Borough Council)
COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified persons for the following posts:—

(1) DEPARTMENT OF MECHANICAL ENGINEERING AND MATHEMATICS

LECTURER I, ENGINEERING, to teach students following Technician/Mechanical Production Engineering (Craft) Courses. Applicants must be capable of teaching a range of practical skills within at least two of these courses and the theoretical studies associated with them, have appropriate academic qualifications and industrial experience. Teaching experience and/or a teaching qualification would be an advantage.

(2) DEPARTMENT OF MINING AND ELECTRICAL ENGINEERING

LECTURER I in MINING ENGINEERING to teach a variety of mining subjects to the basic craft and technicians courses. Good industrial experience and academic qualifications essential; a teaching qualification or teaching experience is desirable.

Application forms and further particulars obtainable from the Principal, College of Technology, Church Street, Barnsley S70 2AX (S.A.E., please), to be returned not later than 14 days from the appearance of this advertisement.

CORNWALL

EDUCATION COMMITTEE

MID-CORNWALL COLLEGE OF FURTHER EDUCATION
Palace Road, St Austell
Principal: John M. Oates, B.Sc., Chartered Engineer

SENIOR LECTURER IN BUSINESS STUDIES

The person appointed will act as Deputy Head of Department and be required to teach at least one of the following subjects—Accounting, Economics, Law, Management/Supervisory Studies.

Salary: £5,425 to £6,417 (starting point dependent upon qualifications and experience).

Further particulars and an application form may be obtained from the Principal to whom it should be returned as soon as possible.

K. Crulse, Secretary for Education, County Hall, Truro.

GLOUCESTERSHIRE

GLOUCESTERSHIRE COLLEGE OF AGRICULTURE
Hartpury, Gloucester

Applications are invited for the post of LECTURER in GENERAL AGRICULTURE (mainly directed to the Extra Mural field with special reference to Intro machinery). Salary within the scale for teachers in agricultural education establishments Lecturer Grade II plus pay supplements.

Further details from and applications to the Principal (S.A.E.).

GLOUCESTERSHIRE

NORTH GLOUCESTERSHIRE COLLEGE OF TECHNOLOGY
The Park, Cheltenham GL50 2RR
DEPARTMENT OF MATHEMATICS AND COMPUTER STUDIES

Applications are invited for the following posts:

(1) SENIOR LECTURER in MATHEMATICS and COMPUTING.

The successful candidate will be expected to play a major part in developing degree courses in Mathematics and Computing. (Salary scale £5,031 to £5,955 per annum, plus supplementary payment of £492 per annum.)

(2) LECTURER GRADE II in MATHEMATICS and COMPUTING. Experience in teaching at degree level desirable. (Salary scale £3,279 to £5,493 per annum plus supplementary payment of from £444 to £492 per annum.)

For both posts industrial experience would be an advantage. Duties to commence 3rd April, 1978.

Application forms and further details (enclose self-addressed envelope) from the Principal, to whom applications should be returned within 14 days of the appearance of this advertisement. Canvassing will disqualify.

GWENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for January 1 ... or as soon as possible.

CROSSKEYS COLLEGE OF FURTHER EDUCATION

(a) LECTURER I in ACCOUNTING and ECONOMICS. Applicants should be graduates preferably with a teacher training qualification.

(b) Temporary LECTURER I in MECHANICAL ENGINEERING. A graduate Mechanical Engineer is required to teach in O.N.C. and T.E.C. Programmes in mechanical subjects. Industrial experience of mechanical systems and/or material technology would be an advantage.

SOUTH GWENT COLLEGE OF FURTHER EDUCATION
Newport

VEHICLE ENGINEERING. The temporary LECTURER I or Motor person appointed will be required to assist with the instruction of apprentice motor vehicle mechanics attending the Integrated Course organised in collaboration with the Road Transport Industry Training Board and other courses in Motor Vehicle Engineering as required. Applicants should have appropriate qualifications and substantial experience of the motor trade. Teaching qualifications or experience would be an additional advantage.

Salary Scale £2,913 to £4,869 (including supplements). Point of entry to scale will depend on previous experience and qualifications.

Application forms and further information for the above appointments in the Education Department, may be obtained on receipt of an S.A.E. from the Director of Education, Gwent County Council, County Hall, Cwmbran, Gwent NP4 2XG, to be returned to the Principal of the College concerned by the 31st December, 1977.

Successful applicants will be required to submit a satisfactory medical report on appointment.

KEIGHLEY

KEIGHLEY TECHNICAL COLLEGE
Post Ref. No. 77/113

LECTURER Grade I to assist with the Development and Organization of B.E.C. Programmes at General and National award levels and to teach Economics and Related topics within these programmes. The ability to make a positive contribution to the General Studies programme and to assist with other courses will be beneficial.

Applicants should be suitably qualified, preferably at graduate level and have appropriate industrial-commercial experience.

Salary: £2,469 to £4,377, plus £312 supplement, plus recent wage award supplement.

Further details and application forms are available from the Principal, Keighley Technical College, Cavendish Street, Keighley.

Closing date—16th December, 1977.

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY AND MAIDSTONE COLLEGE OF TECHNOLOGY
DEPARTMENT OF MATHEMATICS, STATISTICS AND COMPUTING

Applications are invited for the post of LECTURER (Grade I). Preference will be given to a person able to assist with the teaching of Data Processing and who has appropriate industrial or teaching experience.

Salary will be in the scale £2,601 to £4,587 plus £312 supplement.

Application forms and further details from the Principal, Medway and Maidstone College of Technology, Horsted, Maidstone Road, Chatham, Kent, ME5 9UQ, to whom completed forms should be returned by 30th December 1977. Telephone Medway (0634) 41001.

KIRKLEES

METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield.
Principal: Dr. H. T. Taylor
DEPARTMENT OF SCIENCE

Applications are invited for the following post, to commence as soon as possible:

LECTURER GRADE I IN HORTICULTURE, to teach TEC/I courses at Phase 1 and 2 levels. Work also includes training in accordance with I.T.B. schemes, and specialist short courses.

Applicants should possess good academic qualifications and desirably have teaching and practical experience in amenity horticulture and machinery.

Salary (Burnham Scale: Lecturer I £2,913 to £4,869 p.a., including supplements).

Incremental credit within these scales may be given for approved teaching and other relevant experience.

Application forms and further particulars can be obtained from the Principal to whom application forms should be returned by 6th January 1978. (Please quote ref: H.T.C. 2/77).

LANCASHIRE

EDUCATION COMMITTEE
FURTHER EDUCATION

Forms, further details from/returnable to the Principal at the College. (Closing date December 19, 1977.)

THE NAUTICAL COLLEGE
Broadwater, Fleetwood

As soon as possible after January 1, 1978:—

LECTURER I HOSTEL WARDEN (in NAUTICAL or GENERAL STUDIES)—appropriate professional and/or academic qualifications, £2,913 to £4,869, plus £210 allowance (inc supplements).

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION

LEEDS COLLEGE OF BUILDING
North Street, Leeds, LS2 7QT
Telephone: 30765
Principal: J. Place, F.I.O.O.

TUTOR LIBRARIAN

Applications are invited for the post of Tutor Librarian at the College. Applicants should have relevant experience and be trained librarians. The successful applicant will be appointed on the Burnham F.E. scale as Lecturer I for salary purposes until the Conditions of Service are those applicable to the Authorities Institute of Further Education. Salary Scale: £2,469-£4,377 plus supplements. The commencing salary will be determined by experience and qualifications.

Duties to commence as soon as possible.

Further details and application forms are available from the Principal, Leeds College of Building, North Street, Leeds, LS2 7QT, and should be returned not later than 14 days after the appearance of this advertisement.

LONDON

ILEA

COLLEGE FOR THE DISTRIBUTIVE TRADES
30 Leicester Square, London WC2H 7LE

ORGANIZATION OF DISTRIBUTION, SALESMANSHIP, LAW FOR RETAILERS, STATISTICS, ECONOMICS

Two LECTURERS Grade I required to cover the above subjects. A minimum of at least two of the above to ONE C level is required for each post. Ability to offer other subjects related to distributive courses an advantage. Appropriate qualifications and experience in distributive trades desirable.

Salary on an incremental scale within the range £2,469 to £4,377 plus £402 Inner London Allowance and a supplement of between £444 and £492. Starting point dependent on qualifications, training and experience.

Application forms and details (S.A.E.) from Senior Administrative Officer at the College, returnable within 14 days of the advertisement.

LONDON

INNER LONDON EDUCATION AUTHORITY

HACKNEY COLLEGE

DEPARTMENT OF ELECTRICAL ENGINEERING

LECTURER Grade II required. Applicants should have had appropriate qualifications and teaching experience in Related and Associated Studies subjects of C.G.L.I. Electrical Installation Work Courses 235 (A, B and C) and 236 (Parts I and II) and the Electrotechnology subjects for the T.E.C. A5 programme. Industrial experience will be required so that the entire teaching presentation will have a practical bias.

LECTURER Grade I required. Applicants should have qualifications which will enable them to teach all subjects of C.G.L.I. Electrical Installation Work Courses 235 (A and B) and 236 Part I and also Electrical Workshop Practice of E.I.T.B. off-the-job training.

Salaries: Lecturer II within the range £3,279 to £5,493; Lecturer I within the range £2,469 to £4,377, plus £402 Inner London Allowance and supplement of between £444 and £492. Starting point depending on qualifications, training and experience.

Assistance may be given towards household removal expenses.

Application forms obtainable from/returnable to Senior Administrative Officer, Hackney College, Dalston Lane E8 3LY (Tel.: 01-985 8484 (18 lines)). Closing date: 3rd January, 1978.

LONDON

INNER LONDON EDUCATION AUTHORITY

KINGSWAY—PRINCETON COLLEGE
Sidmouth Street,
Grays Inn Road, WC1H 8JB

Part-time TEACHERS required to teach ART and HEALTH and NUTRITION for up to 3½ hours each at the Adelaide Centre (a L.B. of Camden Social Services Department day centre for young people "at risk" age 14-16). Hourly rate £4.16 (including supplement).

Application form and details from John Williams (837 8185, ext. 48).

City of Manchester
Education Committee

MOSTON COLLEGE OF FURTHER EDUCATION
Ashley Lane, Moston, Manchester M9 1WU
Telephone: 061-205 7525

DEPARTMENT OF GENERAL EDUCATION

Senior Lecturer

to act as deputy head of this recently formed Grade III department. Applicants should be graduates in English or Social Sciences and should have considerable teaching and appropriate administrative experience.

DEPARTMENT OF COMMERCE & COMMUNITY EDUCATION

Senior Lecturer

in this Grade IV department. The Commerce section of the department is concerned mainly with secretarial courses and applicants who should be graduates in commerce, business studies or economics should have considerable teaching and administrative experience in a similar section.

Application forms and further particulars can be obtained from the Senior Administrative Officer at Moston College, to be returned on or before 31st December.

LOOKING FOR A JOB IN LIVERPOOL?

The National Association of Teachers in Further and Higher Education is in dispute with the Liverpool Education Authority over conditions of service in further education establishments.

NATFHE members considering taking an FE job in Liverpool are strongly advised to contact NATFHE first.

Write to Negotiating Secretary, NATFHE, Hamilton House, Mabledon Place, London WC1H 9BH.

Liverpool Education Committee

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool L19 3QR

Deputy Head of Department of Construction (PRINCIPAL LECTURER)

£5,940-£6,642 (plus £312) p.a.

Applications are invited for the above post required as soon as possible. Candidates should be professionally qualified and have had substantial experience in industry and further education.

Liverpool

Application forms, and further details, may be obtained from the Principal, to whom completed forms should be returned as soon as possible.

ilea

Principal

London College of Printing

Applications are invited for the post of Principal of this large specialist college covering a wide range of communication studies at all levels from operative to degree.

The areas of study covered include graphic design; photography, film and television; printing technology; business and general studies and journalism including radio journalism.

Applicants should be highly qualified and should have had experience in one or more of the areas of work mentioned above, together with administrative and academic experience at a very senior level.

The successful applicant will be asked to take up duties as soon as possible. The College is housed on two sites, the main premises at Elephant & Castle, SE1 6SB, and the annexe at Back Hill, Clerkenwell, EC1R 5EN.

Under the provisions of the Burnham (FE) Report the college is in group 7 and the fixed salary of the post of Principal is £10,827.00 plus supplement of £180.00 and London Allowance of £402.00. Further information and application forms (returnable by 9 January 1978) may be obtained from the Education Officer (EO/FHE4), Inner London Education Authority, The County Hall, London SE1 7PB.

INNER LONDON EDUCATION AUTHORITY

South East London College — seltec

Lecturer II

in Applied Business Studies

(Ref. HCS.23)

to join a team of lecturers teaching Business Studies aspect of HCIMA membership, OND Hotel and Catering Operations, HCBSS (Catering), City and Guilds 705, College Diploma.

Applicants should possess a suitable degree and/or professional qualification and able to offer two subjects from Economics, Accountancy, Marketing.

Commercial experience in the Hotel and Catering or Tourism Industry is desirable.

Salary scales in accordance with the Burnham (F.E.) report: Lecturer II—£3,279-£5,493, plus £402 Inner London Allowance and supplement of between £444 and £492.

Assistance may be given towards household removal expenses.

ilea

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE4 1UT. It is essential to quote the reference number.

Southwark College
The Cut, London SE1 8LE

Applications are invited for the post of

Senior Lecturer

for New Educational Opportunities

(Appendix III)

vacant as a result of the promotion of the present holder. The person appointed will monitor and advise the Principal on curriculum and course development throughout the college in order more adequately to meet educational needs of all members of the community, particularly those not catered for by conventional academic or vocational courses.

Salary scale in accordance with the current Burnham (FE) Report, on an incremental scale from £5,031 to £5,955, plus £402 Inner London allowance and a supplement of £492.

Assistance may be given towards removal expenses.

ilea

Further details and application forms obtainable from the Senior Administrative Officer at the college (Tel. 01-928 9561), returnable by 3rd January, 1978.

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

A federation of Digby Stuart, Froebel, Southlands and Whitelands Colleges

Applications are invited for the following temporary full-time posts at SOUTHLANDS COLLEGE from January 1, 1978, to August 31, 1978.

LECTURER II in Economics

The successful candidate will be expected to teach BEd and BA degree work together with economics related to the University of London Certificate in Education.

LECTURER in Physical Education

Applicants should have knowledge and experience of Outdoor Pursuits (sailing and canoeing) and an interest and qualification in some of the following: Athletics, Swimming and Games, all of which are offered as components of BA and BEd Degrees.

Salaries for the above posts will be in accordance with the Burnham FE Scale, plus London Allowance. Entry on the Scale will be according to qualifications and experience.

Further details and application forms may be obtained from the Principal, Southlands College, Wimbledon Parkside, London SW19 5NN (Tel: 01-946 2234).

Closing date for receipt of applications: December 19, 1977.

The Institute has recently become involved in a research project sponsored by a leading national company in order to release the tutor leading the project to devote this time to this work we are now inviting applications from persons with suitable experience in Educational Technology for a

TEMPORARY LECTURESHIP

(GRADE II, BURNHAM F.E.)

Duties would include teaching in undergraduate programmes and the production of resource material.

Application forms and further particulars may be obtained by telephone or letter from the Director's Secretary, The Dome, Upper Bognor Road, Bognor Regis, West Sussex. (Tel.: Bognor Regis 5581.)

The closing date for applications will be 31st December, 1977.

Director: J. F. Wyatt, MA

Slough College of Higher Education

SCHOOL OF CATERING AND HOTEL ADMINISTRATION

Required to commence duties as soon as possible:

LECTURER I in ACCOMMODATION OPERATIONS (C/1/11)

To teach Hotel and Institutional Housekeeping to students over a range of courses including OND and the new HCIMA and TEC programmes. Applicants should have had relevant experience in Housekeeping and preferably some experience of teaching or training.

Salary Scale: £3063 to £5019 including supplements and local allowance. Starting point depending on qualifications and experience.

Send SAE for further details and application forms to Vice Principal, Slough College of Higher Education, Wellington Street, Slough SL1 1YG to *whom they should be returned within* **two weeks of the date of this advertisement.**

COLLEGES OF FURTHER EDUCATION continued

LONDON

INNER LONDON EDUCATION AUTHORITY

HACKNEY COLLEGE
Poplar Centre,
Poplar High St., E14 0AF

DEPARTMENT OF ENGINEERING PROCESSES
SENIOR LECTURER IN WELDING

Required to lead a team of eight teachers and to develop, organise and administer the work of the Welding and Metal Fabrication Section which offers courses in Welding Craft Practice to advanced levels, [illegible] courses, Safety and Training for teachers, as well as servicing other sections and departments throughout the college with special fabrication and/or welding modules.

Applicants should have administrative experience, be qualified teacher conversant with all aspects of the courses offered, have good technical qualifications and suitable industrial experience. The successful applicant will be based at the College Annexe at Empson Street, E.3, which is close to Bromley-by-Bow Station.

Salary scale: £5,031 to £5,455 plus £402 Inner London Allowance and a supplement of £492.

Application forms, available from the Centre Manager, at the main address above.

LONDON

INNER LONDON EDUCATION AUTHORITY
WOOLWICH COLLEGE
Villas Road, Plumstead, SE18 7PN

DEPARTMENT OF COMMERCE AND BUSINESS STUDIES

Required for April or September 1978 LECTURER Grade 1 to teach ACCOUNTING, NUMERACY, ECONOMICS and ALLIED SUBJECTS to Business Studies students. The department is planning to introduce the new Business Education Council Awards at General and National Level from September 1978 and the successful candidate should be familiar with the philosophy of these awards and committed to the team approach which they will require. The ability to offer Elements of Banking and/or Computer Studies would be an advantage.

Salary: Lecturer Grade 1 £2,460 to £4,377 plus London Allowance £402, and supplement of between £[illegible] and £492, starting point depending on qualifications, training and experience.

Further details and application form may be obtained from the Senior Administrative Officer to whom applications should be returned within two weeks of the date of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
PEOPLE'S COLLEGE OF FURTHER EDUCATION
Castle Road, Nottingham
DEPARTMENT OF SCIENCE
LECTURER Grade 1 in BIOLOGICAL SCIENCE required for April, 1978, or as soon as possible thereafter. [illegible] should [illegible] also, preferably possess a teaching qualification and be prepared to teach Biological subjects to G.C.E. Ordinary and Advanced, Ordinary National Certificate and Diploma, and [illegible] Technician Courses. Previous experience may be advantageous.

Salary Scale £2,460 to £4,377, plus supplements of £312 and £132-180 per annum (dependent upon basic salary). Entry point on the scale according to qualifications and experience.

Further particulars and application forms are obtainable from the Principal at the College (telephone Nottingham 47721).

Closing date December 23, 1977.

SALFORD

SALFORD COLLEGE OF TECHNOLOGY
Frederick Road, Salford M6 6PU
Telephone: 061-736 6541

DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT

Applications are invited for: LECTURER Grade I—OFFICE TRAINING.

LECTURER Grade I—PUBLIC and SOCIAL ADMINISTRATION.

Salary—£2,460 to £4,377 plus £312 per annum and other allowances.

Further particulars and forms of application may be obtained from the Principal at the above address.

SANDWELL
WEST BROMWICH COLLEGE OF COMMERCE AND TECHNOLOGY
Wodon Road South, Wednesbury, West Midlands WS10 0PE
PRINCIPAL LECTURER IN MANAGEMENT STUDIES

Applications are invited from suitably qualified and experienced persons for this post. Applicants should be in possession of a degree and/or professional qualifications supported by industrial/commercial experience at a senior level. The person appointed will be expected [illegible]. Applicants should possess good [illegible] development of new courses in the department and to teach at final levels on Management Diplomas and Accounting Courses.

Salary: £5,940 to £6,642 (bar) to £7,878 per annum plus £492 per annum salary supplement.

Application forms and further particulars from Principal at above address. Tel: 021-556 4601. Closing date 2nd January, 1978.

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
LECTURER Grade I, MARINE and MECHANICAL ENGINEERING DEPARTMENT

Applications are invited for the above post, to commence duty as soon as possible. The Department is a large one, offering a wide range of courses for Marine Engineers. The successful candidate will be employed in the Phase III section, concerned with Marine Engineer Cadets in the final year of their cadetship. A considerable proportion of the work will be practical.

Candidates should possess a First-Class Certificate of Competency to Engineering of the Department of Trade. A candidate with a Second Class Certificate could be considered, if he possesses some additional academic qualification, such as a Higher National Certificate. Salary £3,913 to £4,869 per annum.

Application forms may be obtained from the Principal, South Shields Marine and Technical College, St. George's Avenue, South Shields NE34 6ET, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
BURTON-ON-TRENT TECHNICAL COLLEGE
Principal: O. T. Kingan, B.Sc.Tech., M.Sc., C.Eng., M.I.E.E., M.I.E.R.E.
DEPARTMENT OF GENERAL STUDIES
LECTURERS Grade I (temporary, one term)—three posts. NUMERACY and LITERACY / BASIC SKILLS

Applications are invited for the above full-time temporary posts which are available for the spring term 1978, arising from pilot courses for unemployed school leavers under T.S.A. sponsorship.

Applicants should be able to teach within a range of basic skills subjects, including aspects of numeracy, literacy and/or craft skills in catering, construction, engineering, office skills and retail distribution. Staff appointed will be working within a team under the direction of the lecturer in charge of the work preparation unit of the department. An understanding of, and interest in, the problems of unemployed school leavers will be an essential requirement. Candidates should indicate aspects of the work to which they would be able to contribute.

Applications should be made in writing, as soon as possible, to the Principal, Burton-upon-Trent Technical College, Lichfield Street, Burton-upon-Trent (telephone 61431), giving details of education, qualifications, industrial and/or commercial experience, together with names and addresses of three persons to whom reference may be made.

Salary will be based on the Burnham Further Education Report: Lecturer I, £3,415 to £4,869 (including supplements).

It is the county council's view that it is desirable for employees to be members of an appropriate trades union.

STAFFORDSHIRE
EDUCATION COMMITTEE
NEWCASTLE COLLEGE OF FURTHER EDUCATION AND SCHOOL OF ART
SENIOR LECTURER in SCIENCE to teach either Biology (Botany) or Chemistry and to assist the Head of Department.

Required not later than 1st May, 1978.

Salary: £5,523 to £6,447 (bar) to £6,[illegible]

Application forms and further details are obtainable from the Principal, Newcastle College of Further Education and School of Art, Liverpool Road, Newcastle, Staffs, ST5 2DF, to be returned by 31st December, 1977.

Applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.

Colleges and Departments of Art

BROMLEY
(London Borough)

RAVENSBOURNE COLLEGE OF ART AND DESIGN

TECHNICAL ASSISTANT GRAPHIC DESIGN

Graphics technician required for the department of graphic design. Applicants should have a thorough knowledge of at least one of the following: photography, photo-reproduction, [illegible] typesetting, the design and presentation of visual aid material. B.A. Graphic Design or equivalent qualification, or professional experience in graphic reproduction.

Salary: Technical Grade 2, including London Weighting and salary supplement, £3,382 to £3,[illegible].

Further particulars and application forms from the Registrar, Ravensbourne College of Art and Design, Walden Road, Chislehurst, Kent. (Tel.: 01-468 7071.)

CORNWALL
EDUCATION COMMITTEE
FALMOUTH SCHOOL OF ART
Woodlane, Falmouth, Cornwall
SCULPTURE DEPARTMENT
Part-time LECTURER in SCULPTURE within the Degree Course in Fine Art at Falmouth School of Art. The post is for 13 hours per week at £9.49 per hour, plus travelling expenses. This will be offered initially for one year.

Applicants should be willing to attend for interview at Falmouth during January, 1978.

Details and application form may be obtained from the Principal of the School. Completed applications should be returned by Friday, 23rd December, 1977.

K. Cruise, Secretary for Education, County Hall, Truro.

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE

MEDWAY COLLEGE OF DESIGN

DEPARTMENT OF THREE DIMENSIONAL DESIGN

PRINCIPAL LECTURER IN ENVIRONMENTAL DESIGN STUDIES

To give co-ordinating leadership to the developing Interior Design Exhibition Design Section. The Lecturer will also be expected to assist the Director of 3D Design Studies in the overall administration of the Department. Candidates must have a sound technical knowledge, wide experience in teaching and administration. Salary Scale £5,940 to £6,642 plus the nationally agreed supplements.

Application form and further information are available from the Chief Administrative Officer, Medway College of Design, Fort Pitt, Rochester, Kent ME1 1DZ. Tel. Medway 44815.

LONDON

INNER LONDON EDUCATION AUTHORITY

CENTRAL SCHOOL OF ART AND DESIGN
Southampton Row, London WC1B 4AP

FINE ART DEPARTMENT

PRINCIPAL LECTURER IN SCULPTURE

Applications are invited from practising artists for the post of Principal Lecturer (with special responsibility for CNAA BA studies).

Salary Scale (in accordance with the Burnham Further Education Report) £6,940 to £6,642 (bar) £7,878 plus £492 Supplement and £402 Inner London Allowance.

Further details and application forms obtainable from the Registrar and returnable within 14 days of the appearance of this advertisement.

EDUCATION DEPARTMENT

HALL GREEN TECHNICAL COLLEGE
Cole Bank Road, Birmingham B28 8ES

Applications are invited for the following appointments based on a three-year contract of employment, renewable at the discretion of the Local Education Authority.

DEPARTMENT OF BUILDING

THREE LECTURERS GRADE I to teach students attending CITB Training Courses and CGLI Craft Practice within the following areas of study:
(1) Plumbing and Mechanical Services.
(2) Carpentry and Joinery.
(3) Trowel Trades, Brickwork, Plastering and Floor Tiling.
Candidates must hold an Advanced Craft Certificate in the appropriate craft. The possession of a Full Technological Certificate will be regarded as an added advantage.

DEPARTMENT OF BUSINESS STUDIES AND GENERAL EDUCATION

TWO LECTURERS GRADE I to teach:
(1) Secretarial Studies.
(2) Office Studies.
Applicants must have had varied and appropriate secretarial experience in industry and commerce and be able to teach a broad range of subjects associated with Secretarial Studies.
Secretarial qualifications essential: Teacher Training and/or previous experience of teaching at post-school level desirable.

LECTURER GRADE 1—General Education. To teach students attending TSA Courses such as TOPS Preparatory and Wider Opportunities for Women. Candidates should be qualified to offer English Language and/or Mathematics or have a strong interest in Vocational Guidance. Teacher Training and/or previous experience of teaching at post-school level desirable.

DEPARTMENT OF ENGINEERING

LECTURER GRADE 1 to teach students attending RTITB Courses (Stages 1, 2 and 3). Minimum qualification required: Full Technological Certificate in Automobile Engineering. Teacher Training and/or previous experience of teaching within Further Education desirable, but not essential.

SUTTON COLDFIELD COLLEGE OF FURTHER EDUCATION
Lichfield Road, Sutton Coldfield, West Midlands B74 2NW

DEPARTMENT OF BUSINESS STUDIES

Readvertisement
LECTURER GRADE 2 required as soon as possible in Accounting, Statistics and Computer Appreciation.
The successful applicant will be required to teach these subjects on existing OND and other Business Studies Courses, and will be expected to have an important role in a team teaching on the new BEC awards scheme in the area of Quantitative and Accounting methods.
Suitable qualifications for the post are membership of a recognised Accountancy body, or of the Institute of Chartered Secretaries and Administrators, and good business experience. Teacher Training and lecturing experience though not essential would be desirable.

Readvertisement
Temporary, full-time LECTURER GRADE 1 required as soon as possible in Clerical Training, Office Practice and Organization. The appointment is for the period ending 31st August, 1980. The successful applicant is likely to have had several years' experience of a variety of clerical routines and to possess the ability to organize and demonstrate those routines to groups of students of wide ability and age-range. Teaching experience and Teacher Training are desirable but not essential. The ability to teach Book-keeping and/or Business Calculations will be an advantage.

SALARY SCALES for the above posts:—
LECTURER 2, £3,744 to £5,925 including pay supplement.
LECTURER 1, £2,613 to £4,860: including pay supplement. Commencing salary according to qualifications and experience.

Application forms and further particulars obtainable from the Principal of the appropriate College to whom they should be returned as soon as possible.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

If you buy anything for your school—first check the advertisements in

THE TIMES
Educational Supplement

The TES Goes To Work

THE TES NOW PROVIDES ON ITS "SCHOOL TO WORK" PAGE EACH WEEK, SPECIALIST NEWS COVERAGE OF THE DEVELOPING—AND CONTROVERSIAL—RELATIONSHIP BETWEEN EDUCATION AND INDUSTRY AND THE TRANSITION FROM SCHOOL TO WORK.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about *them from any other source.*

TES—The weekly for news about education at all levels—including vocational training.

From newsagents on Fridays price 18p.

THE TIMES
Educational Supplement

COLLEGES AND DEPARTMENTS OF ART continued

LONDON

INNER LONDON EDUCATION AUTHORITY

CENTRAL SCHOOL OF ART AND DESIGN
Southampton Row, London WC1B 4AP
(Tel.: 01-405 1825)

LECTURER GRADE II
CERAMICS DEPARTMENT

A vacancy exists for a LECTURER Grade II in the B.A. (Hons.) Degree Course. The post calls for a specialist in the field of modelling/mould-making and related industrial processes. Applicants should have appropriate teaching and industrial experience. A B.A. or equivalent qualification would be an added advantage.

Salary: £3,279 to £5,403 plus £402 Inner London Allowance and supplement of between £444 and £492.

Further details and application forms may be obtained from the Registrar of the School and should be returned within 14 days from the appearance of this advertisement.

Polytechnics

HERTFORDSHIRE
THE HATFIELD POLYTECHNIC
IN SERVICE TEACHER EDUCATION
LECTURER II
To contribute from Easter, 1978, or earlier to various in-service courses including a B.Ed. degree and postgraduate diplomas.
Applicants, who should have good teaching experience, should be well-qualified in Education and the Sociology of Education.
Salary Scale LII, £3,894 to £5,073 (bar) to £5,897 per annum inclusive.
Application forms obtainable from the Staffing Officer, The Hatfield Polytechnic, P.O. Box 109, Hatfield, Herts, or telephone Hatfield 68100, extension 325.
Please quote reference 936.
Closing date 3rd January, 1978.

LEICESTER

THE POLYTECHNIC

SCHOOL OF MANAGEMENT

LECTURER GRADE II/SENIOR LECTURER IN MANAGEMENT

(Post 5581)

Required to teach on a range of programmes, including undergraduate, post-graduate and post-experience courses.
Applicants should have experience in at least two of the following areas:
1. PRODUCTION MANAGEMENT (including Production Control Systems).
2. MANAGEMENT SERVICES (Work Study and O & M).
3. MANAGEMENT SCIENCES (Applied Statistics and OR).
4. GENERAL MANAGEMENT.
Salary: £5,711 to £6,117 but at £6,900 per annum inclusive of supplements.
Application form and further details available from the Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester, LE1 9BH. Telephone (0533) 50181 extn. 2301.

LONDON

MIDDLESEX POLYTECHNIC

WOOD/METAL/PLASTICS WORKSHOP TECHNICIAN

£3,282-£3,632 p.a. inc.

To provide technical skills and assistance, particularly in woodworking, to aid and design students and staff. You will be based at the wood/metal/plastics workshops at Middlesex Polytechnic's Crouch End, Hornsey, location.

You should have substantial practical experience of using power woodworking machinery, together with training or experience in modelmaking, woodwork, cabinet making or joinery.

Please write for full details and an application form, posting first class to: Appointments Officer (Ref. 79.17E), Middlesex Polytechnic, Bounds Green Road, N11 2NQ, to whom completed forms must be returned by December 20.

Universities

BRISTOL

THE UNIVERSITY

SCHOOL OF EDUCATION

RESEARCH ASSISTANT FOR SCHOOLS AND IN-SERVICE TEACHER EDUCATION EVALUATION PROJECT

Applications are invited for the post of temporary RESEARCH ASSISTANT in the School of Education Research Unit for work on two D.E.S.-funded projects. The major part of the work will be on the Schools and In-Service Teacher Education Project which will evaluate an action programme of in-service provision for teachers in four schools. In addition, there will be some data processing work on the Teacher Induction Pilot Schemes project.

Applicants should have a background in psychology or social psychology and preferably some experience of interviewing, questionnaire surveys and attitude tests. Teaching experience will be particularly welcomed.

The salary range will be from £2,904 to £3,741 per annum (scale under review) starting point according to age, qualifications and experience. The appointment will be for one year only and will be made from March 1, 1978, or as soon as possible thereafter. Secondment should be possible in appropriate circumstances.

Applications giving details of qualifications and experience and names and addresses of three referees should be sent by January 10, to the Secretary, School of Education, Helen Wodehouse Building, 35 Berkeley Square, Bristol, from whom further particulars can be obtained.

EXETER

THE UNIVERSITY

DEPARTMENT OF CHEMICAL ENGINEERING

TUTOR

Applications for the above post are invited from persons with suitable qualifications and experience. The appointment is available for up to 12 months in the first instance, starting as soon as possible after 4 January 1978. Salary will not be less than £2,904 per annum and is currently under review.

The Tutor will be required to assist in teaching mainly in connection with courses in process engineering and design and hydrocarbon thermodynamics, and will be encouraged to develop audio-visual material for use in the teaching programme.

Applicants should have a good honours degree in Chemical Engineering or the equivalent. Some postgraduate experience or some knowledge of the petroleum industry would be an advantage, but is not essential.

Further information about the post can be obtained by writing to Dr. R. H. Shoorn, Chemical Engineering Department, University of Exeter.

Applications (three copies, overseas candidates one copy) with particulars of education, qualifications and experience, and the names of three referees, should reach Miss Doreen Watson (Appointments), University of Exeter, Exeter EX4 4QJ, not later than 31 December, 1977. Please quote reference No. 7132.

SHEFFIELD
THE UNIVERSITY
ATLAS LINGUARUM EUROPAE
Requires fieldworkers with knowledge of phonetics.
Apply Director, Centre for English Cultural Tradition and Language, The University, Sheffield S10 2TN.

THE OPEN UNIVERSITY

Faculty of Educational Studies

RESEARCH ASSISTANT

Applications are invited for the post of research assistant to work on one of the following projects with the Sociology of Education Discipline Group:

(i) Ethnography and Learning.
(ii) Information Research (iii) Education and International Development.
(iv) [illegible] Social Worlds.
(v) Industry, Education and Social Policy.

Salary will be on the scale £3,001 to £4,[illegible] p.a. (under review with effect from October 1, 1977), plus USS benefits.

Application forms and further particulars are available, by postcard request please, from the Personnel Manager (RES 51), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or by *telephone* from Milton Keynes 63868. Closing date for application, January 5, 1978.

UNIVERSITY APPOINTMENTS are also advertised in THE TIMES HIGHER EDUCATION SUPPLEMENT.

The newspaper for higher education provides a noticeboard for all University appointments.

It has a *large established* academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as *being a top* source of information for job hunting.

For further information or to book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234, extension 978.

Fellowships Studentships and Research Awards

CAMBRIDGESHIRE
FITZWILLIAM COLLEGE
Cambridge
SCHOOLMASTER/SCHOOLMISTRESS FELLOWSHIP
The Governing Body of Fitzwilliam College propose to elect a Schoolmaster or Schoolmistress Fellow (provided that the consent of the Queen in Council is given to changes proposed in the College Statutes to permit the admission of women) for the Lent Term 1979. The Fellow will be expected to reside in College for the period of Full Term. No specific duties are attached to the Fellowship, as it is the intention of the Governing Body to give such Fellows an opportunity to pursue their own intellectual interests and to follow recent developments in their subject. The Fellow, but not his or her family, will be provided with board and lodging at the College's expense, and a maintenance grant of £200 will be paid. There are no conditions of eligibility except the requirement that a successful applicant should at the date of appointment hold a teaching post in secondary education in the United Kingdom.

Application, made on forms which will be supplied on request, should be made to the Master, Fitzwilliam College, Cambridge, CB3 0DG so as to reach him not later than Monday, 16th January, 1978.

EXETER

THE UNIVERSITY

SCHOOLTEACHER FELLOWSHIPS 1978-79

The University of Exeter offers several one-term Schoolteacher Fellowships comprising residence and research facilities to experienced teachers on secondment. Educational Psychologists associated with schools are also eligible to apply.

Further particulars may be obtained from the Academic Registrar and Secretary, University of Exeter, EX4 4QJ. Applications to be received by 30th January, 1978.

Colleges of Higher Education

CANTERBURY
CHRIST CHURCH COLLEGE
Applications are invited for the following post with effect from the Summer or Autumn Term 1978.
LECTURER in LANGUAGE STUDIES with particular reference to the Teaching of English as a Foreign Language. The tutor will be responsible for a Diploma course in the Teaching of English as a Foreign Language. If possible the tutor should also be able to contribute to curriculum courses in Language in Education for B.Ed. students, or alternatively to the Modern Languages Method Course for the Postgraduate Certificate in Education course.
The salary will be in accordance with the scale £3,[illegible]-£6,403 (Lecturer II) or £5,[illegible]-£6,417 (Senior Lecturer) plus supplementary payments.
Further particulars from the Principal's Secretary, Christ Church College, Canterbury, to whom applications should be returned by 13 January.

DONCASTER
DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION
DEPARTMENT OF SCIENCE AND MATHEMATICS
PRINCIPAL LECTURER IN APPLIED SCIENCE
A well qualified scientist with sound industrial and teaching experience is required to take up duties on 1 January, 1978, or as soon after as possible. The successful applicant will be expected to assume substantial departmental administrative responsibilities and lead the development of advanced applied science courses of an interdisciplinary nature. Extensive experience in Further Education and a good working relationship with industry are essential.
Salary—Principal Lecturer £5,940-£6,642-bar-£7,878 plus £312 and £180 supplements. Placing on the scale is dependent on qualifications and experience.
Closing date for applications is 14 days from the publication of this advertisement.
Please send stamped addressed envelope for application form and post particulars to: The Principal, Doncaster Metropolitan Institute of Higher Education, Waterdale, Doncaster DN1 3EX.

IPSWICH
SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION
Required as soon as possible Post No. 2.31 PRINCIPAL LECTURER in ADVANCED NURSING STUDIES.
Post No. 2.30 PRINCIPAL LECTURER in ARTS and DESIGN.
Salary scale (both posts) £5,940 to £6,642 plus supplements.
Further details and an application form are obtainable from The Principal, Suffolk College, Rope Walk, Ipswich IP4 1LT, to whom completed forms should be returned by 23 December, 1977. Please enclose a large stamped addressed envelope and quote post number.

SOUTH GLAMORGAN
(County of)
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION
FACULTY OF TECHNOLOGY
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
LECTURER Grade II
Salary: £3,279 + £312 + £133 to £5,493 plus £312 plus £180.
Applications are invited for the post from persons with suitable academic qualifications and industrial experience. Preference will be given to candidates having a degree or equivalent and with experience in the field of Radio and Television Engineering.
LECTURER Grade I
Salary: £2,460 + £312 + £132 to £4,377 + £312 + £180.
Applications are invited for the above post from persons with suitable academic qualifications and industrial experience. Preference will be given to candidates having experience in light current topics, in particular, in the field of Radio, Television and Electronics servicing.
Further details and application forms may be obtained from the Deputy Principal, South Glamorgan Institute of Higher Education, Llandaff Site, Western Avenue, Cardiff CF5 2YB, to whom they should be returned within 10 days of the appearance of this advertisement.
P. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

Adult Education

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
TONBRIDGE ADULT EDUCATION CENTRE
PRINCIPAL required to be responsible for the provision of the Adult Education Service in the Tonbridge/Malling Division. Candidates (men or women) should be suitably qualified and experienced.
Salary on Burnham Further Education Scale for Principal Lecturer.
Application forms (S.A.E.) and further details from the Divisional Education Officer, 123 High Street, West Malling, Maidstone, Kent.
Closing date: 19th December 1977.

OXFORDSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION
WORKER—OXFORD CITY
Re-advertisement
Salary: Scale J.N.C. [illegible] £3,156—£4,020 inclusive of salary supplement.
Applications are invited for the above post which involves work in community development including the organisation of adult education in the [illegible] area of the City. This is a suitable first appointment for a person wishing to embark on a career in adult/community education. Previous applicants will automatically be reconsidered.
Further particulars and application forms can be obtained from the Chief Education Officer, Macclesfield House, New Road, Oxford, on receipt of a large S.A.E. It is expected that the appointment will commence on April 1, 1978. Closing date, December 23, 1977.

KNOTLEY HOUSE SCHOOL, TONBRIDGE, KENT

TEACHERS

Burnham Scale 2 and 1
+ Phase 1 and 2 Supplements
+ (former) Approved Schools Allowance
+ Fringe London Weighting.
+ Extraneous Duties Allowance.

This Community Home School for 40 boys, many of whom are emotionally disturbed and socially deprived, has vacancies for one teacher with specialist skills in physical education and another with experience in remedial education.

The person appointed to the P.E. post will have responsibility for the Department, which includes a well equipped modern gymnasium, a large swimming pool and extensive playing fields. Both members of staff will be able to participate in the school's wide ranging outdoor pursuits programme.

Accommodation available.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to Divisional Director (Child Care), London Division, Tanners Lane, Barkingside, Ilford, Essex. Tel. 01-551 0011.

Informal inquiries to The Principal. Tel. Penshurst (0892[illegible]) 303.

Barnardo's

DUNCROFT COMMUNITY HOME (EDUCATION)
STAINES, MIDDX.

DEPUTY PRINCIPAL (EDUCATION)

£4,755-£5,787 p.a.
+£315 p.a. Supplement
+Phase 2
+Fringe London Weighting

Duncroft specialises in working with girls of above-average ability who have considerable emotional problems. The education programme occupies a key place in the treatment programme and the person appointed will be required to reorganise the education programme to achieve the maximum effectiveness.

The Deputy Principal (Education) is responsible for the education programme and participates in the overall management of the establishment. Experience of working or teaching in a residential establishment would be an advantage.

Housing as available at the nationally agreed rental.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to: Divisional Director (Child Care), London Division, Tanners Lane, Barkingside, Ilford, Essex.
Enquiries to: Mr. C. J. Ellis, Tel: 01-551 0011, Ext. 40.

Barnardo's

METROPOLITAN BOROUGH OF STOCKPORT

Required for January, 1978.

Observation and Assessment Centre

TEACHER IN CHARGE
(Ref. 591/TES)
Scale 3.

ASSISTANT TEACHER
(Ref: 592/TES)
Scale 2.

ASSISTANT TEACHER
(Two Posts (Ref. 593/4/TES))
Scale 1.

This new centre will provide a regional resource for twenty-four adolescents. An educational service will be provided throughout the year.

Candidates for the senior posts must be able to demonstrate relevant experience and skill in assessment. Will be an advantage if they hold an additional qualification. Successful teaching experience with difficult young people will be an asset to all posts. All candidates must show the capacity to work in a team situation.

Application forms and further details from the Director of Education, Town Hall, Stockport SK1 3XE (quoting reference), and return by 16th December, 1977.

NORTH YORKSHIRE COUNTY COUNCIL

Social Services Department
HAMBLETON/RICHMONDSHIRE DIVISION

TEACHER HOUSEMASTER/ HOUSEMISTRESS

RICHMOND HILL

Salary: Burnham Scale 1 plus £664 per annum community school allowance, plus Phase I and Phase II supplements. In addition there will be an allowance of £979 per annum paid for extraneous duties averaging 15 hours per week.

Applications are invited from qualified teachers for the above post. Richmond Hill is a Community Home with education on the premises for 80 boys aged 13-19. The boys live in three house units and the person appointed will act as an Assistant Housemaster/Housemistress in addition to the teaching duties.

A three/four bedroom house is available if required.

For further information please contact Mr. A. McAllister, the Headmaster, Tel: Richmond 10748) 3232.

Application forms are available from: Mr. J. C. Measure, Divisional Social Services Officer, 50 South Parade, Northallerton, North Yorkshire DL7 8TT, to whom they should be returned within 14 days of the appearance of this advertisement.

BOYLES COURT REGIONAL ASSESSMENT CENTRE,

for 48 boys, incorporating a six-bed secure unit.

Teacher (Scale 2)

To take responsibility for aspects of the day to day running of the Education Department and to teach General Subjects throughout the Centre.

Teacher (Scale 2)

To specialise in diagnostic and remedial work in the main unit and the secure unit. Some class teaching.

Teacher (Scale 1)

To teach General Subjects throughout the Centre.

Salaries: Burnham Scale as shown plus Phase I and Phase II supplements plus £664 p.a. Former Remand Home: Allowance plus £879 p.a. Extraneous Duty Allowance plus £120 p.a. outer fringe payment if non-resident.

Residential Child Care Officer

To join one of three teams working with the junior group, the Senior group or in the secure unit. In addition to a team approach to the care and assessment of the boys, each R.C.C.O. has a small caseload of boys for whom he/she has special responsibility within the centre.

Salary: Within the range £2,607-£3,282 (bar) — £3,957 p.a. plus: Phase I and Phase II supplements plus £120 p.a. outer fringe payment if non-resident.

For informal discussion contact Phil Carradice, Assistant Principal (Education) or Dave Roberts, Assistant Principal (Care). Telephone: Brentwood (0277) 221785.

Application forms from the Director of Social Services, Kenwat House, 77 Springfield Road, Chelmsford, Essex.

Essex County Council

Community Homes and Associated Institutions

HAMMERSMITH
London Borough of
SOCIAL SERVICES DEPARTMENT
STAMFORD HOUSE
REGIONAL ASSESSMENT CENTRE
206 Goldhawk Road, London W12 0PA

ASSISTANT TEACHER (General Subjects) for 1st May, 1978.

Applications are invited from suitably qualified man and woman for a teaching post in the Remand Unit at Stamford House.

This post offers opportunities to someone with an interest or qualifications in testing and diagnosing learning difficulties to work closely with psychiatrists, psychologists and residential care staff in the preparation of reports for Courts. Formal teaching is minimal, and staff are encouraged to use their own talents and interests in motivating the boys.

The post is graded in Burnham 1 or 2 according to qualifications and experience, plus Salary Supplements of £879 and 8 per cent pay supplement. Also payable is £600 per annum Community Schools Allowance and £279 per annum for Extraneous Duties which are required to a maximum of 15 hours per week. If non-resident, London Weighting of £402 per annum is added.

Annual leave entitlement is 6 weeks.

Accommodation is available at nationally agreed charges and furnished for married applicants.

Informal enquiries may be made to the Principal, Mr. B. E. Brown, c/o Dist. at Stamford House, telephone 01-743 2151.

Further particulars and application form may be obtained from Staff Section, London Borough of Hammersmith, Social Services Department, Old Town Hall, Fulham Broadway, London, SW6 1ET. Telephone 01-386 1212 extension 1251.

Youth and Community Service

AVON COUNTY
BROAD PLAIN HOUSE
Knowle West, Bristol

The Management Committee require a full-time YOUTH WORKER for their Boys' Club which is sponsored by an Inter-denominational Christian Organisation. The post is grant aided by the local authority and the salary and conditions of service are in accordance with those of the J.N.C.

Salary scale: J.N.C. Range 3, points 1 to 4.

Applicants should hold a Youth and Community work qualification or be equivalent.

Application forms and further details can be obtained from the Director, Mr. A. Nicholas Street, Bristol BS1 1TH.

The closing date for applications is two weeks from the date of this advertisement.

BARKING
(London Borough of)
EDUCATION DEPARTMENT
Full-time YOUTH WORKER

The post, for which will be J.N.C. Scale 2 which rises through nine points from £3,465 to £4,080 inclusive plus seniority related supplement. The Y.W.C.A. backed by the London Borough of Barking, opened the Village in the Summer of 1975. It is a purpose-built building on a busy main thoroughfare, comprising a cosy coffee bar/lounge with club/gym facilities and Warden's office on the ground floor, and a suite of small rooms upstairs. Behind this building and independently managed is Vinnies Court which provides a single person accommodation for some 40 residents.

An experienced worker is required with the ability to relate to young men and women aged 16 to 25. An excellent team of part-time staff require continuing support and in-service training. There is a potential for extending day use of the centre in collaboration with other agencies locally, the Metropolitan Police, Probation and Social Services working on intermediate treatment, Marriage Guidance, the Samaritans and like organisations. Familiarity with social problems such as alcoholism, drug abuse, vandalism, etc. will be helpful. The person appointed will be employed by the London Borough of Barking and seconded to the Y.W.C.A. which administers the centre. The resources of the Borough's Youth and Community Service, which are extensive, will be available to the worker who will have opportunities to join with the Borough's full time staff team. Assistance will be provided to enable the worker to develop within the Authority's conditions of employment.

Forms of application and further details may be obtained from the Chief Education Officer, Town Hall, Barking, Essex.

Existing applications will be considered.

DUDLEY
METROPOLITAN BOROUGH
EDUCATION SERVICE

YOUTH WORKER
£3,465 to £4,080

at Cowley Youth Centre to be responsible for the organisation and administration of the youth and the development of youth and Community Work. The successful applicant, who must be a member of a profession, to become a member of a team of full and part-time Youth Leaders and Community Centre Wardens, and learn the Youth Leadership training. Duties will include liaison with local schools and other youth and Community organisations within the area. Use of car users allowance available.

Application forms and further details from Director of Education (Youth and Community Service), 1 St. James's Road, Dudley, West Midlands. Returnable by December 23, 1977.

HAMPSHIRE
MID HAMPSHIRE AREA
ADULT EDUCATION YOUTH AND COMMUNITY SERVICE

Applications are invited from persons with appropriate qualifications and experience for the three posts listed below:

PENNINE SCHOOL
Alresford
(11-16 Comprehensive)
PETERSFIELD SCHOOL
Petersfield
(11-18 Comprehensive)

TWO NOT FULL TIME POSTS FOR COMMUNITY EDUCATION PRINCIPALS — one to be based at the Penine School campus at each of these schools.

The persons appointed will be responsible for the further development of the existing Adult Education, Youth and Community work in the Petersfield Cluster (Salary Scale £5,670-£6,498 plus Phase 1 and supplement plus approx. £100 (1977 supplement).

AREA YOUTH WELFARE PRINCIPAL EDUCATION OFFICER

A full time post for Community Education Principal to be responsible for the development of Adult Education, Youth and Community Work in the Petersfield Cluster, including the Community Youth Service, and the three secondary schools based on the 11-16 Comprehensive Secondary Schools at Fair Oak, Hamble, Hedge End and Swanmore.

Salary: Burnham F.E. Head of Department Grade II £6,114-£6,948. Application forms and further details from the Director of Education, Mr. J. Hunt, to whom these posts can be obtained, from Miss D. A. Whyte, Area F.E. Adviser, Gordon House, Gordon Road, Winchester. Please indicate which post(s) when applying for details.

ISLE OF WIGHT
COUNTY COUNCIL
EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
YOUTH AND COMMUNITY WORKER

Required as soon as possible to assist the County Youth and Community Officer in develop in a manner they consider appropriate the Duke of Edinburgh's Award Scheme, and to act as Police Liaison Officer, supervise officers and club leaders.

Salary Scale: Burnham Scale 2 (£3,465-£4,080) plus London Weighting within range, subject to experience and qualifications.

Job specification and further details may be obtained from the County Education Officer (Staffing Section), County Hall, Newport, Isle of Wight PO30 1UD.

Closing date: December 21, 1977.

ISLINGTON
(London Borough of)
FINSBURY LEISURE CENTRE
LEISURE CENTRE OFFICER
(£3,790 to £4,175 (inclusive) plus enhanced pay for weekend and evening work.

The post, another innovation, there is an opportunity to join the management team of this new community recreation Leisure Centre.

The person appointed will be required to work on the Duty Officer rota, being responsible for all aspects of the centre. Use of staff car users allowance available.

The centre offers a wide range of recreation and leisure facilities for all sections of the community, and we are looking for a person who is resourceful, enthusiastic and responsible to assist in the development of these facilities in a variety of circumstances.

The post is based in the Islington and provides ground for promotion management. Preference will be given to candidates with previous experience in a similar post, or in administration or supervisory.

Application forms available from the Parks and Recreation Manager, 30 Calverock Road, London N7 0HS (01-609 7532, extension 691) returnable by 23rd December, 1977.

TEACHER for Remedial Education

Burnham Scale 1 Woking

For Kinton Community Home, where our aim is to ensure that the 80 boys (aged 13-18 years) are adequately equipped to cope with the working adult community when leaving the caring environment of the Home.

Burnham Scale 2 payable if suitably experienced. Additional £879 p.a. for 15 hours per week extraneous duties and £150 p.a. fringe area London Allowance.

Full removal expenses reimbursed in approved cases.

For further details contact The Principal, Mr. K. Nicholson, on Woking 85141.

Application form from Social Services Department (NW/19/77), Surrey House, 54 Eden Street, Kingston upon Thames, Surrey. Tel.: 01-549 8111.

SURREY COUNTY COUNCIL

SPRINGHEAD PARK SCHOOL—ROTHWELL, LEEDS

TEACHER

Burnham Scale 2 plus (former) Approved Schools Allowance plus £312 per annum Supplement plus Phase 2

Springhead is a well-established Community Home with education on the premises, specializing in the care, treatment and education of 34 disturbed, intelligent, adolescent girls.

A good all-round teacher of General Subjects is required to prepare some girls for CSE or GCE examinations.

Special interest in one or more of the following subjects: English, History, Music, Physical Education.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Accommodation available if required.

Application forms: Divisional Director, Yorkshire Division, Tachno House, 388/394 Low Lane, Horsforth, Leeds. Telephone Horsforth 582116.

Informal visits or Enquiries contact: Miss B. H. Sunner, Principal, telephone Leeds 823246.

Barnardo's

RESIDENTIAL SOCIAL WORKER

(COMMUNITY HOME SCHOOL)
TERMAL COMMUNITY HOME SCHOOL AND REGIONAL ASSESSMENT CENTRE

£2,607-£3,957 + £312 + 5% (plus £879) supplements

Have you the energy, enthusiasm and personal warmth coupled with the practical and intellectual skills required to join a mixed disciplinary team which has the task of:

a) Operating a systematic behavioural model of treatment for disturbed and delinquent boys within a residential setting and

b) Extending the child's individual programme into the local community and family setting. Training in behavioural techniques will be given.

Candidates, male/female, should obtain application forms (returnable by January 2nd, 1978) and further details from the Principal Teacher, Termal Unit, Pool Hall Road, Birmingham B32 2SJY. Telephone 021-420 1313.

Please quote reference 051/NM/77/466.

Canvassing will disqualify.

BIRMINGHAM CITY COUNCIL

RESIDENTIAL SOCIAL WORKER

(ASSESSMENT CENTRE)
£2,607-£3,957 + £312 + £879 (Max. £264) Supplements
TERMAL REGIONAL ASSESSMENT CENTRE AND COMMUNITY HOME SCHOOL

Are you interested in finding out what a child's TRACE programme is? Have you practical skills to help with projects like fitting out a canal boat? Have you the energy, enthusiasm and personal warmth coupled with practical and intellectual skills required to join mixed disciplinary teams who have the difficult tasks of:

a) assessing boys from grossly disturbed backgrounds in order to determine problems, potential problems, potential and needs?

b) identifying appropriate avenues of treatment and embarking on the first stages.

Preference given to candidates with social work training but those with teacher training would find equal opportunity to deploy their teaching skills and gain a wider knowledge of children. Applications from married candidates also considered.

Candidates, male/female, may obtain an application form (returnable by 2nd January, 1978) and further details from: The Principal Teacher, Seladen Road, Harborne, Birmingham B32 2SY. Telephone 021-426 4223. Please quote reference 051/NM/77/467.

BIRMINGHAM CITY COUNCIL

HOUSEMASTER/ HOUSEMISTRESS

Resident or Non-Resident

Salary scale: RCCO Senior Grade £2,607/£3,282/£3,957, plus £312 p.a. Supplement and Phase II pay award.

At the Crescent Community Home School, Downend, situated five miles approx from the centre of Bristol. The Home (with education on the premises) provides accommodation for up to 60 girls aged between 14 and 17 years and aims to prepare girls with particular difficulties to live in the outside community.

A middle management post and relevant qualification in residential Child Care desirable. Previous experience in the care of children in groups and contributing team advantageous.

For informal discussion ring Mr. A. Blair, Deputy Principal-Care Staff (Tel: Bristol 557111).

Further details and application form returnable by 4 January from Director of Personnel (Tel: Bristol 296556), PO Box 11, Avon House, The Haymarket, Bristol BS99 7DB.

Please quote ref. no. t 66 6778.

COUNTY OF AVON — Social Services Department

Community Education Service

FULL-TIME WARDENS

The Essex Community Education Service offers first class opportunities for careers advancement, a good in-service training scheme with excellent support services and central resources. A vigorous programme of projects and events provide opportunities for experience in every aspect of the Community Education Service. Applicants (male or female) should be qualified teachers/youth leaders.

Vacancies exist at:

Chelwadon Youth Centre (Basildon)	J.N.C. Range 3 (a)
Belmford Youth Centre (Chelmsford)	J.N.C. Range 3 (b)
Tiptree Youth Centre (Colchester)	J.N.C. Range 3 (c)

JNC conditions apply, salaries are organized on two scales within Range 3, between £3,854-£4,249 according to post, plus £312 and Stage 2 supplements. Graduate and Outer Fringe Allowances are payable where applicable.

Details and application forms from the County Education Officer, Community Education Branch, Threadneedle House, Market Road, Chelmsford.

Essex County Council

U.S.A.
FRANKLIN SCHOOL

The Anglo-American School of New York
19 West 96 Street, New York, N.Y. 10024

Applications are invited for the following Teaching Fellowships:

Physics and Chemistry (to 'A' level)
S.M.P. Mathematics (to 'A' level)
History (to 'A' level) with Geography (to 'O' level)
Spanish (to 'O' level)

These appointments are from September, 1978, and are for two academic years. The fellowships carry a grant of $9,000 per annum, tax free, plus travel allowances, totalling a further $1,000. Franklin School has courses leading to G.C.E. 'O' level, American College Entrance Examinations and the International Baccalaureate.

Ideal applicants should be single, graduates, and should have at least two years' teaching experience.

Inquiries should be directed c/o: The Headmaster, International School of London, Crowndale Road, London, N.W.

Teacher-in-Charge for small School in Libya

A small multi-national school is to be established in Tobruk, Libya, for the children of the staff of a petroleum institute. The school will be for children between the ages of 5-13, the majority of whom will be under 9.

The candidate should possess suitable qualifications and have a minimum of 5 years' teaching experience, some of which should be overseas. Candidates should be prepared to take part in holiday and extra-curricular activities.

The salary, commensurate with the Burnham Scale, will be supplemented by an overseas living allowance, free medical attention and other benefits. Male teacher preferred. Married candidates will be considered. The appointment will be made on a two-year renewable contract.

Applications in writing should be made immediately giving personal particulars, curriculum vitae, telephone number and two referees to:

The Director, Parents' National Educational Union, Murray House, Vandon Street, London SW1H 0AJ. Tel: 01-222 7181. Telex: JNEU 896691 TLXIR G.

Interviews will be held in London and may be called at short notice, as the position is to be filled as soon as possible. A satisfactory state of health is essential and a full medical examination is a condition of employment.

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICES

COMMUNITY YOUTH TUTOR

£3,426-£4,249 p.a. + £312 p.a. Supplement + Phase 2 Supplement

Applications are invited from teachers, and qualified and experienced youth and community workers for the post of Community Youth Tutor at the Longdendale Comprehensive School, Spring Street, off Market Street, Hollingworth.

The work will involve creating and extending both youth and community use of this new comprehensive school. The person appointed will have first responsibility to the head of the school but will be expected to liaise with the youth and community services division of the education department.

The work will be challenging, demanding and stimulating and will require a creative approach in both the school and the community. For informal discussion please contact Arthur Clay, Principal Youth and Community Officer, on 061-330 6300, ext 257

Application forms and further details may be obtained from the Chief Personnel Officer, Marsden House, Marsden Way, Ashton-under-Lyne, Greater Manchester. Tel: 061-330 6355, ext 2, to be returned by 3rd January, 1978.

Saudia, flag carrier of the Kingdom of Saudi Arabia, is seeking, as part of a planned programme of expansion, qualified men aged between 25-45, to fill the following vacancies:

ENGLISH LANGUAGE INSTRUCTORS

Based in Jeddah, Riyadh and Dhahran

Starting salary c. £9,100 (Tax Free)

The English Language Instructors will be responsible for language laboratory teaching for the trainees assigned to them. They must also be able to provide and demonstrate the information and terminology that will be required by the trainees in their specialised fields.

Applicants should have a university degree and at least two years' experience of teaching English as a foreign language. Airline or aviation experience would be an advantage.

These posts are offered on a two year renewable contract together with free unfurnished accommodation, free and reduced rate air tickets for you and your family, 40 calendar days vacation per annum plus re-location allowance.

Please write with full personal and career details, quoting the job title and reference ELI/TES to:

Area Personnel Manager – Europe,
Saudi Arabian Airlines,
93, Regent Street, London W1.

Closing date: 23rd December, 1977.

saudia SAUDI ARABIAN AIRLINES

OVERSEAS TEACHING POSTS

LECTURER IN ENGLISH
(Kenya)

Department of Linguistics and African Languages, University of Nairobi

To devise and teach a new remedial course in English for first-year students. Degree, MA in Applied Linguistics and several years' relevant overseas experience including ESP and materials preparation.

Salary: £5,210-£7,054 pa + 10% inducement allowance.

Benefits: Personal and children's allowances, free furnished accommodation.

77 TU 145

HEAD OF ENGLISH DEPARTMENT/ TEACHER OF MATHEMATICS
(Peru)

Colegio San Silvestre, Lima. Independent British girls' day school of approximately 1000 pupils.

Teachers required for term beginning March 1979.

Head of English, Senior School (11-17)—Qualified teacher preferably with Degree and TEFL qualification/experience to teach English throughout the Senior School up to Cambridge Overseas 'O' Level. Previous experience of departmental administration essential.

Salary: Burnham Scale 3

Teacher of Mathematics: Senior School (11-17)—Qualified Mathematics Teacher, preferably with a Degree, to teach Mathematics up to Cambridge Overseas 'O' Level. Minimum of 3 years' experience. An interest in co-ordination with Junior Section of school (5-11) an advantage.

Salary: Burnham Scale 2

Single candidates preferred.

Benefits: Overseas allowance; terminal bonus; employer's portion of superannuation; 2 year contract, renewable.

77 PS 100-101

LECTURER IN TEFL
(Sudan)

Sudan English Language Teaching Institute, Khartoum

To develop and teach major portions of new diploma in TEFL for Sudanese non-graduate secondary school teachers. Degree plus MA in Applied Linguistics (or 1 year university diploma in TEFL) and at least 3 years' relevant experience including teacher training and EFL teaching.

Salary: £4,589-£6,918 pa plus 10% inducement allowance.

Benefits: personal and children's allowances; free furnished accommodation; 2 year contract, renewable.

77 HO 88

SENIOR LECTURER IN ENGLISH
(Malawi)

University of Malawi, Zomba

To teach English to university students, especially those who are training to become teachers, and to supervise postgraduate students and the language laboratory. Degree in English or Modern Languages and MA in English Language or Linguistics. Substantial experience of teacher training for secondary schools and ability to use a language laboratory essential. Experience of examinations work, CCTV and ESP desirable.

Salary: £6,210-£7,054 pa + 10% inducement allowance.

Benefits: personal and children's allowances; free furnished accommodation; medical scheme; employer's portion of superannuation. 2-year contract.

77 TU 142

COMMUNICATION SKILLS IN ENGLISH PROGRAMME
(Saudi Arabia)

King Abdul Aziz University, Mecca

This programme has been developed at the Jeddah campus of KAAU over the last 2 years with British Council professional support and has involved the production of specialised teaching materials for the implementation of English-medium courses in the Faculties of Engineering and Medicine.

Required for 1 February 1979 for the Faculty of Engineering: Teachers of English with Science background OR Teachers of Science with interest in English Language.

Graduates, men only with a postgraduate qualification in TEFL and experience or interest in teaching English for science and technology. In the case of science graduates the TEFL qualification may be waived. As the teachers will work in Macca, applications can only be accepted from Muslims.

Salary: SR 3541-5928 per month (current rate of exchange SR 8,44/£)

Benefits: free furnished accommodation is provided, but single candidates will be required to share; 60 days leave per year. Probably 1 year contracts but continuing for 6 or 18 months may be possible.

77 AU 157-9

INSPECTORS OF ENGLISH—PRIMARY
(Cameroon)

Educational Delegations for the East and North Provinces—Bertoua and Garoua. 2 members of a team concerned with the introduction of English in Francophone Primary Schools. To inspect classes, advise teachers and organise in-service courses.

Degree (preferably in English or Modern Languages), 1 year University diploma in TEFL, relevant experience preferably including teacher training, fluent French. Men only.

Salary: £4,589-£6,918 pa + 10% inducement.

Benefits: Personal and children's allowances; free accommodation. 2 year contract.

78 HE 5-8

ELT ADVISER
(Cameroon)

South West Provincial Delegation for Education, Buea

To advise on English Language teaching at Primary, Secondary and Teacher Training levels. Degree, teaching qualification and MA in Applied Linguistics (or 1 year University diploma in TEFL/TESL); at least 4 years relevant experience, preferably overseas and in teacher training; good French.

Salary: £4,589-£6,918 pa + 10% inducement.

Benefits: Personal and children's allowances; free furnished accommodation. 2 year contract.

77 HE 9

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

YOUTH AND COMMUNITY SERVICE
continued

MERSEYSIDE
LITHERLAND BOYS' CLUB
LITHERLAND
Applications are invited from qualified experienced youth and community workers for the post of Warden. Salary—£4,715. Scale 3, points 1-5. Qualifications.
Application forms and further details from Mr. W. J. Askew, Education Office, Sefton Street, Litherland L21 7LD, to reach by 23rd December, 1977.

MERSEYSIDE
YOUTH AND COMMUNITY WORKER
LIVERPOOL, VICTORIA SETTLEMENT
Salary £4,500
Liverpool Victoria Settlement is a voluntary-aided voluntary organisation based in a deprived area of north Liverpool. An experienced worker is required to take charge of building-based youth and community activities. Opportunities exist to develop.
Salary scale JNC 1(1) £3,900 to £4,500 (Qualified, otherwise £2,613 to £3,777).
Proper details from Gordon Baker, Victoria Settlement, 294 Scotland Road North, Liverpool L5 8HN. Telephone: 051-207 1171.

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Appointment of YOUTH and COMMUNITY WORKER (Youth Emphasis)
Area Post
Applications are invited from qualified experienced Youth and Community Workers, or teachers with Youth and Community Work experience for this post.
The person appointed will be a member of a team of whom most are full-time workers involved in developing rural Youth work in a community context. The Youth and Community Service also runs a mobile unit which is available for County Youth groups and individual Centres and groups, and provides for this project. Salary prospects in accordance with the Joint Negotiating Committee Scale for Youth Workers and Community Centre Wardens.
Scale 1 £3,525 to £5,000 plus 1976 supplement—£4,215 to £5,690 plus 1977 supplement—£4,715 to £6,190 annual. Starting point according to experience.
Application forms and further particulars may be obtained from the County Education Officer, Youth and Community Service, Education Department, Lady Margaret House, Northampton, NN1 2BG. The completed applications should be sent not later than 14 days following the appearance of this advertisement.

WARWICKSHIRE COUNTY COUNCIL
EDUCATION AND MUSEUM SERVICE
KEEPER OF THE MUSEUM EDUCATION SERVICE AND SCHOOLS
RESOURCES OFFICER
(Re-advertisement)

Applications are invited from qualified teachers with at least two years' teaching experience for this post which is based at Warwick with the schools' resources centre at Leamington Spa. They should have a keen interest in the educational use of museums and experience in the use of teaching resources and visual aids.

Salary scale: £3,096-£4,395 plus salary supplements (A.P.3/A.P.5 +2 increments).

A settling-in allowance of up to £400 is payable in approved circumstances, and assistance with housing for a short time is a possibility.

Further particulars and application forms available from the County Education Officer, 22 Northgate Street, Warwick, CV34 4SR, to whom they should be returned by 9th January, 1978. (S.A.E., please.)

HENBRIDGE
London Borough of
EDUCATION COMMITTEE
WANSTEAD SPORTS CENTRE
GENERAL ASSISTANT (Sports Centre—Sessional Attendants)
Applications are invited from suitably experienced persons for the post of GENERAL ASSISTANT (Sports Centre—Sessional Attendants) to be located for duties plus London Weighting, pay point supplement £1 per week plus allowance and weekend rotation.
Applications from suitably qualified persons made or trade are invited for the post which offers opportunities for all aspects of Recreational Management through total involvement in all aspects of the centre activities.
The successful applicant should hold coaching qualifications in any of the following sports—football, basketball, badminton, and there may be opportunities for coaching at the competitive level outside the normal working week.
The centre is open seven days a week, and the normal working week is 36 hours, but the successful applicant will be required to work on a rotas basis in accordance with the normal N.J.C. conditions for administrative and clerical staff.
Application forms and job descriptions obtainable from the Leisure Services Officer, Town Hall, Wanstead, London, E11 2AZ (Hub Road, Hurst Road entrance, telephone number, 01-478 3223, Extension 2).
Closing date for the receipt of applications is 19th December, 1977.

SUSSEX
CHICHESTER HIGH St. wishes to appoint an ABLE teacher (under review) attached to Bognor Regis-based Youth Service, Mid-Sussex Youth Service, Ed.A. grant-aided. Salary about £5,000 with £200 housing deduction.
Details from Mr. Ian Lance, Hon. Hemswell Suites, Hove BN3 3JN.

WOLVERHAMPTON
Metropolitan Borough of
CHIEF EDUCATION OFFICER
Applications are invited from suitably qualified persons for the post of LEARNER YOUTH LEADER in the Youth Service. This is a junior to the centre of Wolverhampton. The post is particularly suitable for a newly qualified youth worker. Salary and conditions of service in accordance with the Joint N.J.C. Youth Leaders.
Further details and application form (to be returned by December 23) from the Principal Youth Officer, Youth Office, Old Hall School, Wolverhampton.
H. Brisom, Director of Education.

UGANDA
NAMASALI COLLEGE
An institution of international flavoring school pleasantly situated in the heart of the Tororo Rift in Uganda has one post available for a SCIENCE TEACHER (PHYSICS).
Applicants may be either male or female, honours graduates in Laboratory, Diploma graduates with one year's experience.
Applicants from suitable qualified persons made or trade are invited for the post which offers opportunities for all aspects of Recreational Management through total involvement in all aspects of the centre activities.
The successful applicant should hold coaching qualifications in any of the following sports—football, basketball, badminton, and there may be opportunities for coaching at the competitive level outside the normal working week.
The centre is open seven days a week, and the normal working week is 36 hours, but the successful applicant will be required to work on a rotas basis in accordance with the normal N.J.C. conditions for administrative and clerical staff.
Application forms and job descriptions obtainable from the Leisure Services Officer, Town Hall, Wanstead, London, E11 2AZ (Hub Road, Hurst Road entrance, telephone number, 01-478 3223, Extension 2).
Closing date for the receipt of applications is 19th December, 1977.

QUEBEC
TEACHING OPPORTUNITIES
Exchange opportunities are available in Quebec for teachers of English with French as a second language for one year from September 1978.
Teachers should be resident in the United Kingdom and be native speakers. For this year, teaching experience, preferably at secondary level. Available for successful applicants are basic salary, travel costs, dependants grant for one dependant, housing, cost-of-living allowance, medical insurance and other assistance from the Quebec Government.
For further details and application forms write stating your age, qualifications and teaching experience to: The Quebec Delegation, Commonwealth Teachers, 13 Grosvenor Hill, Westminster, London SW1V 3QG.

TASMANIA, AUSTRALIA
MARIE KEATH
SECTION TEXTILE CENTRE
c. $20,000 p.a.
The Centre was established in 1975 in "Launceston's Historic National Trust House, and is a unique combination of weaving, a museum, resource centre and a home for individuals and groups associated with textiles.
Applications are invited from Master Weavers to establish the department with an initial full-time intake of tertiary students, and a two year course leading to Diploma in Textiles. The course is primarily to cater for local needs.
The successful candidate will be required to organise the weaving department in association with the Diploma in Textiles and Textile Design and the Northern Textile Consultants, to plan and develop the course structure and teaching facilities, to maintain equipment, participate fully in the work of the centre and promote effective communication with industry and the community. There will be liaison with the Art and Craft Department of the College of Advanced Education in Launceston.
The application should specify qualifications, personal and experience, present situation, and referees.
Benefits in accordance with Australian Education Tribunal Department Rulings will be applied.
Applications, closing at noon on 31st January, 1978, should be addressed to the Secretary of the Centre, 31 Selbrook Road, Launceston, Tasmania, Australia 7250.
Honorary Secretary must be qualified in ultimately the Art Department of Tasmania Home, 142 St. Kilda Road, Melbourne, Victoria, Australia 3004.

TEACHERS OF ENGLISH
To admin the teaching English Language, Literature and Culture. Initial staff at short notice. Lady willing to do 35 hours a week emergency relief. Good salary. Accommodation available. Interview and selection in London. No previous experience is required but teachers must be able to cope with a challenging situation. Transport available in London.
For further details please write or telephone stating whether applicant is available for a permanent post or for a short-term emergency relief. Please address your letter to: Mrs. Hoyle, Director of Studies, Bell Educational Trust, Cambridge, P.O. Box 92, Cambridge CB2 1TZ.

SWITZERLAND
BOARDING TEACHING post for an English teacher and TEACHER for English as a second language.
Apply with full curriculum vitae to Mme. Nicole Dubois, Rond School, 1824 Territet-Montreux, Switzerland.

URUGUAY
BRITISH SCHOOL
Montevideo
A Co-ed school for English children, 3 to 18 years, at Prado Nacional, Montevideo, Uruguay, S.A.
Applications are invited for the post of Headmaster, to take up in January 1978. Preferably married, with teaching experience, and a Headship, with suitable qualifications.
Salary will be based on experience, and will be in the range £6,000-£7,000 per annum. Housing will be provided free of charge.
Benefits include free passages, free education for children, and a gratuity equivalent to 25% of salary.
Applications, giving full details of age, qualifications, experience, and other responsibilities which the Headship may give, should be addressed to: The Secretary, British School, Montevideo, Uruguay, S.A.

SPAIN
Language school requires native speaker of English for conversational classes in adults and children. Staff training. Teaching experience not essential.
Write express, with c.v., photo, referees and telephone number to: Mrs. Martin, Avenida Toledo 3, Bajo, Alcala Henares, Spain.

TANZANIA
INTERNATIONAL SCHOOL
MOSHI
Required for August, 1978, or January, 1979, a HEADMASTER/HEADMISTRESS. Applicants must be graduates with teaching experience in secondary schools, preferably in a boarding school.
Salary will be based on experience and will be in the range £6,000-£7,000 per annum. Housing will be provided free of charge.
Benefits include free passages, free education for children, and a gratuity equivalent to 25% of salary.
Applications, giving full details of age, qualifications, experience, and other responsibilities which the Headship may give, should be addressed to: The Secretary, British School, Moshi, Tanzania, P.O. Box 2964, Dar-es-Salaam, Tanzania.

Overseas Appointments

JAPAN
Urgently needed, two English TEACHERS with an English degree or T.E.F.L. qualification, working hours 18/20 as a foreign language in Japan—prefer to start one in a city, one in a V.S.O.-type, commencement Feb. 1978. Two-year contracts.
Application forms from Elizabeth Hale, Secretary for Volunteers, Japan Society, Swire House, 32 Buckingham Gate, London SW1E 6PY.

OVERSEAS DEVELOPMENT
KNOW-HOW vital in developing countries

Lecturer in Home Economics
Lesotho
Applicants, up to age 50, should have Degree in Home Economics.

Lecturer in Science
Applicants, up to age 50, should have Degree in Physics, Chemistry or Science Education.

Lecturer in Mathematics
Applicants, up to age 50, should have Degree in Mathematics.

Lecturer in Agricultural Education
Applicants, up to age 50, should have Degree in Agriculture.

Lecturer in Educational Psychology
Applicants, up to age 55, should have Degree in Education (main subject Educational Psychology) or a Diploma in Educational Psychology.

All Posts: Applicants must have minimum of 3 years' teaching experience at Primary or Secondary level, or in Teacher Training College or similar institution. Duties: To plan, teach and evaluate lessons in subject to pre-service and in-service students at National Teacher Training College, Maseru, with particular application to training of primary teachers; prepare self-instructional material in subject and devise ways of using them as tools for learning; build and review continually subject test item bank; undertake research in subject and help students with applied or practical research; guide junior staff members in subject Department; assist in development of teacher education curriculum, and other responsibilities which College Director may give. Appointments 2 years.

Salaries (currently under review): in range £3,028-£6,142 per annum including allowance normally tax-free, in range £1,374-£2,916 per annum. Terminal gratuities 25% of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant up to £300 and an interest-free car purchase loan up to £1,200 payable in certain circumstances. Superannuation rights may be safeguarded.

Applicants should be citizens of the United Kingdom.

For full details and application form please apply, quoting reference 315J stating post concerned, and giving details of age, qualifications and experience to:—

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM
HELPING NATIONS HELP THEMSELVES

OVERSEAS Appointments
continued

KENYA PRIVATE ACADEMY
PRIMARY AND SECONDARY TEACHERS
for January
Please exchange particulars urgently with the Headmaster, c/o 31 Leeds Road, Harrogate.

AFRICA
SEARCHERS full sabbatical opportunity to teach in Catholic mission schools throughout Africa. We expect providing Christian witness through dedicated service for this challenging worthwhile work. Volunteer terms.
Please send brochure for ready visit, 1 Victoria Rd., London NW2 5RG.

VOLUNTARY SERVICE OVERSEAS
Required for September, 1978: TEACHERS of ENGLISH, MATHEMATICS, SCIENCE and DOMESTIC SCIENCE—see advertisement under relevant section.

SOUTHERN ITALY
Wanted, BRITISH TEACHER for private school teaching English to Italian students, aged 14-19. Minimum requirements: Degree, a native speaker, with good working knowledge of Italian, preferably a married man, with teaching experience. Life place possibility. Reply 124 N.T. The Times, WC1X 8EZ.

BERMUDA
HIGHGATE INSTITUTE
Box 662, Hamilton 5
Interested immediately a certificated TEACHER of TECHNICAL DRAWING. Previous experience desirable. Reply to Principal.
Forward applications to: C. V. Maxwell, B.Sc., M.Inst. M.Mech.E.

ITALY
TEACHERS of ENGLISH (T.E.F.L.) graduates required immediately and from January, 1978. Please write express enclosed full curriculum vitae to: The English Institute, Corso Cavour, 32 (00186) Rome, Italy.

GERMANY
ENGLISH TEACHER required from January 2, 1978. Knowledge of German. Social life not conditions. Applicants please reply stating qualifications to Frau Schulz-Hoffmann, Stadt, Bibliothek, D-8400 Hanover 1.

PARIS
THE ARMITAGE SCHOOL
Requires ENGLISH TEACHER for post commencing Jan. 1978.
Tel. Nat. only.
Housing given.
Tel. Mlle. Bernard 01-466 1431.

Administration

Local Education Authority

NEW ZEALAND
KINGS COLLEGE
AUCKLAND
APPRENTICE MASTER required September, 1978, or January, 1979. Accommodation for single man in Boarding House. Tutor available. Assistance in sport and English with time to be spent on independent School with Sail Boarders. Salary here.
Salary as Rule Book.
Please apply with full details to Headmaster, Kings College, Otahuhu, Auckland 6, New Zealand.

SPAIN
TEACHERS wanted immediately for BRITISH COUNCIL with English and Spanish and experience. Salary from £1,000 £1400.
SPANISH married couple, both teachers of English, to exchange jobs next June with British Colleague from Spanish Authority (complete responsibility for the Spanish pre-school section). Address: Mr. Ibarra, Calle Santa Cruz de Tenerife, Spain.

CLWYD
COUNTY COUNCIL
EDUCATION DEPARTMENT
CAREERS OFFICER, based at Wrexham Area Office, Salary Scale A.P.3/4, £2,559 to £3,775 per annum inclusive of allowances. Applicants must be suitably qualified and, preferably, have completed the Careers Officers Training Course.
A Careers Officer would be an advantage. Applications from students about to complete Careers Officer training will also be welcomed.
Application forms and further particulars from the Director of Administration and Legal Services, Shire Hall, Mold (tel.: 0352 5151, ext. 3051), to be returned by December 23.
Director of Administration and Legal Services.

HAMPSHIRE
CAREERS SERVICE
SENIOR CAREERS ADVISER
Ashe (single)
£6,225 to £7,425 (on Standard Ass and Phase 2 Award)
Applications are invited from those who are suitably qualified and experienced for the post of SENIOR CAREERS ADVISER (Ashe and Alton points) based in Basingstoke.
Salary on AP 4/5 grade.
Twenty-four hours Advisory service. Application forms and further details.
Please telephone Winchester 4411 ext. 323 (during office hours, or Winchester 3315 (after office hours) quoting reference 3019, or write to the County Personnel Officer, The Castle, Winchester.
Date for receipt of applications 20th December, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
CAREERS SERVICE
Applications are invited for the South West Hertfordshire Division, based at Watford. Applicants should hold the Diploma in Careers Guidance or be willing to undertake a course from autumn attendance courses will be completed in their courses in the near future. Salary Scale AP 4-5 plus Salary supplements and an inner fringe weighting of £1 per week. Mobility and experience will be taken into consideration when fixing the starting point.
Application forms and further details available from the County Careers Officer, County Hall, Hertford, by return of post.
Closing date 22nd December, 1977.

NORTH YORKSHIRE
COUNTY COUNCIL
CAREERS OFFICER
Applications are invited for a post of Careers Officer at the Harrogate Careers Office, Leonard House, Victoria Avenue, Harrogate.
Salary scale: A.P. 2/3/4, £2,529 to £3,777 plus special supplements of £163.00 to £393.00.
Applications should be returned by the end of 23rd, 1977, and further particulars from County Education Officer, County Hall, Northallerton DL7 8AE.

General

LONDON, W.1
THE MARITIME SOCIETY
21 Dorset Square, London, NW1 6QG
INDUSTRY EDUCATION OFFICER
The Society, a leader in the field of the voluntary organisations in the U.K., has an opportunity for a professional person to join its Education Department which is responsible for the administration of the Society's educational exhibitions situated throughout England and Wales.
The Industry Education Officer will have a support advisory role in connection with the Society's exhibitions, and in particular our Junior Education Colleges.
Teaching experience in a senior level is essential and previous administration experience an advantage.
The post is London based but some travelling will be involved. Salary will be negotiable according to experience.
Please apply for application form and brief job description to: Academic and Personnel Officer, The Maritime Society, 12 Park Crescent, London W1N 4EQ, tel.: 01-636 7515.
The closing date for application will be two weeks after the appearance of this advertisement.

NORTHUMBERLAND
THE NORTHUMBERLAND AND NEWCASTLE AREA HEALTH AUTHORITY
Applications are invited from suitably qualified persons for the post of AREA HEALTH EDUCATION OFFICER
The person appointed will develop existing activities and a welfare of Northumberland and Newcastle area health authority. Expertise in medicine the area will be a mental health adviser for the area. Salary £7,000 per annum on a twenty-month contract initially. Car allowance.
Details and application forms for the above post may be obtained from Mr. Ian Mackie, Area Health Authority.
Completed applications should be returned by 5th January, 1978.

SALOP
GRAMMAR SCHOOL
Required, immediately, a Deputy Headmaster to take charge of the day-to-day administration of the school, and to be responsible for the total number of pupils approximately 1,000.
Applicants should be under 45 and should have a good knowledge of accounting, administration and time management. The post is not a political Service officer but is open to all graduate with suitable qualifications. Salary will be based on Burnham Scale in the region of £7,000 per annum with additional free accommodation.
Details of the position and application forms from the Clerk to the Governors, Newport School, Upper Brook Street, Oswestry, Salop SY11 2TL.

SHEFFIELD
Have will shortly arise for the GENERAL SECRETARY of the National Tuberculosis Organisation based in Sheffield. Applicant must be local administrative experience.
Please send for further particulars to 44 Union Street, Sheffield S1 2JP. Closing date for applications: 31st January, 1978.

R.S.P.C.A.
requires
EDUCATION OFFICERS
WEST COUNTRY and NORTH WALES

Applications are invited from recognised teachers who are qualified in biological subjects to join the Society's Education Field Staff.

Main duties include, responsibility for humane education and associated project work in educational establishments within the areas concerned.

Applicants should be good speakers and able to work on their own initiative. Extensive travelling is required and a current clean driving licence is essential.

The successful candidates will be required to reside in the Exeter and North Wales areas respectively. The candidate for North Wales should preferably be Welsh speaking.

Commencing salary £2,775 per annum, plus £466 Pay Supplements, together with a Society car and all relevant expenses.

The Society offers excellent conditions of employment, including

- 4 weeks' holiday
- Excellent Contributory Pension Scheme
- Annual increments.

Full curriculum vitae, including full details of any relevant work undertaken, should be addressed in writing to: PERSONNEL MANAGER, Causeway, Horsham, Sussex RH12 1HG.

Director of Student Training
East Midlands, c. £10,000 + car

This private International Group of Companies has during the last 30 years developed a most successful and sophisticated method of teaching commercial subjects to millions of students, both in the U.K. and overseas. This new appointment will interest the mature college Vice Principal or Head of an adult education centre who seeks a fresh and rewarding challenge. Reporting to the Chief Executive and assisted by an established team of tutors responsibility will be for the continued development and training strategy, organisation, planning and overall management of the teaching division. Apart from management and organisational abilities experience in developing commercial study programmes involving touch typing, shorthand, book-keeping etc. would prove advantageous. A command of the German language, although not mandatory, is desirable.

The attractive remuneration package, will be tailored to the individuals needs and includes the usual fringe benefits associated with a well established international organisation. Assistance with cost of relocation can be arranged if necessary.

D.N. Clohessy, Ref: 36186/TES

Male or female candidates should telephone in confidence for a Personal History Form to:
BIRMINGHAM: 021-622 2961, *Albany House, Hurst Street, B5 4BD.*

Hoggett Bowers
Executive Selection Consultants
BIRMINGHAM, GLASGOW, LEEDS, LONDON, MANCHESTER, NEWCASTLE and SHEFFIELD.

HM Inspector of Schools
Secondary Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors to work mainly in the field of SECONDARY EDUCATION. HM Inspectors provide a service of professional advice to the Department of Education and Science and their work includes inspecting and advising schools, consulting with local authorities and organising courses. There are vacancies in all subjects and aspects of secondary education. Candidates should have appropriate qualifications and teaching experience in some major subject of the secondary curriculum, coupled with a lively interest in the education of secondary pupils of all ages, background and abilities, and some knowledge of the varieties of current educational thought and practice. Starting salary within the range £6825 to £9415 (higher in London) plus pay supplements as appropriate. Higher posts are normally filled by promotion. Application forms (to be returned by 30 December) and further information may be obtained from Miss B. C. Taylor, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222 extension 2237. Please quote 9/77E.

DEPARTMENT OF EDUCATION AND SCIENCE

SCHOOLS COUNCIL PROJECT

Reading for Learning in the Secondary School

Directors: Eric Lunzer and Keith Gardner

Two Project Officers will be required for this new three-year project which will be based at Nottingham University, to commence Easter 1979. The work will develop from the outcomes of a previous project, The Effective Use of Reading, and will be concerned with the design of procedures to promote pupils' independent learning across the curriculum from a more efficient use of reading and related study skills.

Further details may be obtained from Professor E. A. Lunzer, School of Education, Nottingham University, Nottingham NG7 2RD.

Closing date for applications: 3 January, 1978.

Management through Sales

c.£3,380 + £1,000 allowances + incentives + car **Up to 30**

If your first job since graduating is proving a disappointment – either in the demands it makes on you or in the rewards and prospects it offers – make up for lost time with Pedigree Petfoods. Due to forthcoming expansion in our sales force we have vacancies nationally. We are the prepared pet foods division of the Mars group, manufacturing and marketing products like Pedigree Chum, Whiskas, Chappie, Kitekat and Trill: and, for the ambitious graduate, we believe we score in four significant ways...

* We will put your graduate's intellect and energy to work from 'day one'. No general training or 'apprenticeship'. Your first job selling – lasting around 12-18 months – will be the best commercial training you can get, but it will also be a very real, and very demanding, job in its own right.

* Our development programme is geared to produce professional managers, capable of achieving results through people in almost any business situation. So, although you start in sales, your career could progress through other functions in the company – or indeed in one of our sister divisions. So promotion is on merit, not restricted by 'dead-mens-shoes' situations.

* We operate an open management style which will appeal strongly to the logical graduate mind. We have eliminated unnecessary red tape and 'class barriers': instead, we have a high degree of frankness and co-operation at all levels, leaving us free to get on with building our business.

* We offer high financial rewards. Your starting salary package, including incentives as well as allowances, is worth around £5,000 a year to you and of course you get a car as well.

Pedigree Petfoods
A DIVISION OF MARS LIMITED

Compare these four points with your present job. If you think we have something to offer in return for your capabilities and hard work, and you're under 26, ring (or write) for more information and an application form to: Jim Bradley, Personnel Officer, Sales, Pedigree Petfoods, Melton Mowbray, Leics. LE13 1BB. Tel: Melton Mowbray (0664) 4141.

Education in a different dimension.

RAF officer EDUCATION

A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why.

In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

Secondly, there is the nature of the job itself. The RAF is a big organisation, of over 80,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn. Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will also be dealing at management level with the organisation of further education at home and overseas and with the improvement of training courses and methods. This will involve administrative work in liaison with outside specialists and officers of all branches of the Service.

You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued – give thought to the RAF.

You may choose to spend 4, 5 or 6 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55.

If you are interested, post this coupon now to Group Captain H. E. Boothby, OBE, ADC, BA, RAF, Officer Careers (949 416/11) London Road, Staomore, Middlesex, HA7 4PZ.

ONLY SO MANY CAN BECOME THE FEW.

Please send me information about a career as an Education Officer in the RAF.
Name
Address
Date of Birth (Age limit 26½, exceptional circumstances may be considered up to 38½)
(Formal application must be made in the UK)
With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate, preferably qualified to teach.

THE COLLEGE OF RADIOGRAPHERS

Education Officer

Applications are invited for the position of Education Officer to The College of Radiographers, a professional and educational organization. Duties will include administration of professional examinations, servicing and advising the Boards of Examiners, the Education Committee and its subcommittees, arranging various professional courses and conferences. The person appointed will have an educational or professional radiographic background and good administrative ability. The salary is negotiable within the range £4,465 to £5,599.

Full details and application forms (to be returned by January 7, 1978) are available from the Secretary, The College of Radiographers, 14 Upper Wimpole Street, London W1M 8BN.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

SENIOR RESEARCH OFFICER—CONTINUITY IN CHILDREN'S EXPERIENCE

Applications are invited from those people with a degree in Psychology preferably in the field of Developmental Psychology. In addition to teaching experience in the age range 15 to 8 years, research into Education for the same age range is required as well as experience in working with teachers and others who have been responsible for the education and care of young children in the 4 to 8 age range. The Senior Research Officer will be responsible to the Principal Research Officer for the day-to-day running of the project and will organise the project and the team to study the experience of and responses to transition between Pre-School and Infants' School of a sample of children. Other duties will include liaising closely with the concurrent development project and to undertake a report on the project.

Salary scale £5,015 to £6,655. Placement on scale according to qualifications and experience. Maintenance of Teachers' or Local Government Pension Schemes.

For Application Form and Further Particulars apply: Mrs. P. P. Harris, Group Personnel Officer, QUOTE POST NO. CC621 (Post vacant from 1st April, 1978), National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough SL1 2DQ.

Return of COMPLETED Application Forms no later than 29th December.

SCOTTISH CERTIFICATE OF EDUCATION EXAMINATION BOARD

Applications are invited for the undernoted posts on the Board's permanent staff:

(1) RESEARCH AND DEVELOPMENT OFFICER
(2) ASSISTANT RESEARCH AND DEVELOPMENT OFFICER

Applicants should be graduates with a knowledge of research and statistical techniques in education and suitable experience in this field; a degree in Education will be an added qualification. The persons appointed will be responsible to the Director and will undertake research and development work in the field of assessment. Salary scales, inclusive of supplements, are—

Research and Development Officer £8415-£9583-£9751-£9925

Assistant Research and Development Officer £3975-£4095-£4214-£4343

(In this case a higher scale may be considered if justified by experience and qualifications.)

Forms of application and further particulars may be obtained from the Establishment Officer, Scottish Certificate of Education Examination Board, Ironmills Road, Dalkeith, Midlothian EH22 1BR, with whom applications must be lodged by Monday, 9 January, 1978.

ADMINISTRATION
General continued

THE INSTITUTION OF CHEMICAL ENGINEERS

SENIOR APPRENTICE: the Board, the professional and trained society for Chemical Engineers, wishes to appoint an ASSISTANT SECRETARY to support the work of its Technical Committees, and to monitor its extensive training and examinations activities. Duties will include work with limited societies, associations and companies who are involved at senior level. It is likely that the successful applicant will be an engineering or science graduate, preferably with chemical bridge of the chemical and allied process industries. Experience of committee work and an ability to prepare agenda, conducting and concise verbal and written presentations is desirable. A salary negotiable up to £6,000 is offered and the appointment will be based at the Institution's new purpose-built headquarters in Rugby, although further travel to London will be involved. Assistance with house purchase may be available in suitable cases.

PUBLIC APPOINTMENT
ASSISTANT TO THE GENERAL SECRETARY

The Council is also looking for a young GRADUATE to join the GENERAL SECRETARY'S staff. Applicants should be articulate and have an outgoing personality and have the ability to write simply, concisely and convincingly. Some journalistic experience and experience of committees would be an advantage. Salary negotiable. The ability to deal with people at senior level is required.

The appointment will be based at the Institution's London office but will involve regular travel to the Institution's headquarters in Rugby and other occasional travel. A salary around £3,000 is proposed.

Applicants for either post should write in the first instance, enclosing a full CV with details of employment and current salary to: Mr. J. Evans, C.Eng., Technical Secretary, The Institution of Chemical Engineers, 16 Belgrave Square, London SW1X 8PG. Telephone: 01-235 1315/Ringing 01-235 4959 (24 hours).

THE SPASTICS SOCIETY

VACTORS OFFICER (ANGLESEY)

To be one of two Citizen Officers liaising with the Society's 16 to Remember Fund and doing some area work in the Bangor and Anglesey area.

The college, which opened in September 1977, provides a one-year course for 40 specially selected students from the age of 16 to 19 in Llwyn De Farm, Llangefni, Anglesey. Particularly involved in community development and short courses, this will entail considerable travelling and short periods away from home.

Candidates should be mature and working experience would be worthwhile. Preferred but not essential, a driving licence.

Salary within NJC scales 2/3 £2,906-£3,171 depending on qualifications and experience. Car allowance to be negotiated.

Applications to Philip Dyer, Head of Employment, The Spastics Society, 16 Fitzroy Square, London W1P 6DB.

TRAINING OFFICER

Applications are invited from suitably qualified persons resident in the London area for the above developed vacancy.

The Training Officer will conduct Training Courses for Voluntary Workers at Head Office and in the Branches throughout the Country and give advice in relation to Service personnel on the work of RAF Associations and interest in personnel matters. Travelling on small or rehire vehicle is necessary at all times and the ability to cope with challenging and, at times, pressure situations is essential. Good career prospects. Service background an advantage but not essential.

Salary negotiable—£4,000 per annum with generous fringe benefits.

Write, with full career details, to Miss Elizabeth Forster, Personnel Officer, RSAFA, 27 Queen Anne's Gate, London SW1H 9BZ. Tel: 01-930 4131

Educational Psychologists

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

SPECIAL EDUCATIONAL SERVICES

SENIOR EDUCATIONAL PSYCHOLOGIST

Applications are invited for the above vacancy in the East Lothian Division (Unit Guidance Team based at Haddington). Candidates must have an Honours degree in Psychology, M.Ed., or equivalent qualification and, in addition, relevant experience and aptitude of work in a local authority setting. Salaries for schools' psychologists are secure. An essential car or car allowance will be provided.

Further information can be obtained by contacting the Principal Psychologist, the East Lothian Psychological Services, Haddington, Telephone 062 082 41/620.

Salary in accordance with the current Scottish Teachers Salaries Memorandum.

Application forms are available from the Divisional Education Officer, Sidegate House, Haddington, EH41 3DX quoting reference 4/77.

The closing date for applications is Friday, 23 December 1977.

NORFOLK
COUNTY COUNCIL
CHIEF ADVISER (DEPARTMENT AND ADULT EDUCATION)
(Based at King's Lynn)
Salary Range £7,[illegible] - £8,[illegible] (to include per annum allowance). The post carries Salary Stage 2 supplement.

The person appointed will be responsible for the full range of psychological work in the national Re-Ordering Educational Area with pre-school children and will contribute to the work of a multi-disciplinary assessment team.

Applicants should have an Honours Degree in Psychology and possess relevant experience and postgraduate training.

Essential qualifications are suitable professional experience and body of advisers and where appropriate.

Application forms and further particulars on receipt of S.A.E. from the County Education Officer, Room [illegible], Martineau Lane, Norwich, NR1 2DL, to be returned by 30th December, 1977.

Examiners

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

(Certificate of Secondary Education and Joint 16+ Examination)

CHIEF EXAMINER in Home Economics (written examination) CHIEF MODERATOR in Home Economics (practical course assessment).

ASSISTANT EXAMINERS for the Joint 16+ Examination in Home Economics.

Application forms and further details and job specifications, on receipt of stamped addressed envelope, from the Secretary, Associated Lancashire Schools Examining Board, 77 Whitworth Street, Manchester M1 6HL.

EAST MIDLANDS REGIONAL EXAMINATIONS BOARD

(Certificate of Secondary Education)

Applications are invited for the following posts:

CHIEF EXAMINER IN GEOGRAPHY

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robins Wood Road, Aspley, Nottingham NG8 3NH, to whom completed applications should be returned not later than 16th December.

METROPOLITAN REGIONAL EXAMINATION BOARD

Applications are invited for the following posts:

ASSISTANT EXAMINERS
ENGLISH
FOREIGN LANGUAGES
GEOGRAPHY
CHEMISTRY
HISTORY
MATHEMATICS A LEVEL
PHYSICS
MATHEMATICS A SUPPLEMENTARY
MODERN LANGUAGES
FOREIGN LANGUAGES
BIOLOGY
SOCIAL SCIENCE
ECONOMICS

ASSISTANTS
LANGUAGE
ENGLISH
MATHEMATICS
SCIENCE
SOCIAL SCIENCE
ECONOMICS

Application forms and further details from the Secretary, Metropolitan Regional Examinations Board, Stanley House, 1a Wellington Street, London WC2E 7BN. Please quote reference 1/77.

THE ASSOCIATED EXAMINING BOARD

THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire GU11 1BQ

Applications are invited for the post of CHIEF EXAMINER in HISTORY at Alevel Advanced Level following Papers (Syllabus A):

Paper 1—Option 6—Nineteenth Century Civilisation—Nineteenth Century Liberalism.

Paper 2—Option 6—Modern Art and Its Critics!

Paper 3.

Duties will commence immediately on appointment in each case.

If necessary, separate appointments may be made for each subject and each Option. Therefore, applicants should state either if they are under what conditions they would be prepared to accept an appointment.

All applicants must be graduates in Art Historians with considerable teaching and examining experience at Advanced Level or above.

Further particulars and application forms are obtainable directly from the Secretary (A.E.) at the above address, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

Librarians

LONDON
INNER LONDON EDUCATION AUTHORITY
SCHOOL LIBRARIAN
WANDSWORTH SCHOOL, Emmanuel Grove SW18 [illegible]

Salary scale £3,876 to £5,961 per annum, inclusive of London Weighting and Phase 1 and II supplements.

Applications are invited from CHARTERED LIBRARIANS for the above post, graded Librarian III Upper.

This is a large boys' comprehensive school, where the librarian will work in close co-operation with the Media Resources Centre. There is currently a complement of 20 boys per year.

Application forms and further details from the Chief Education Officer, County Hall, London SE1 7PB. Please quote reference 1/65 on your application.

Canvassing disqualifies.

The closing date for applications is Friday, 23 December 1977.

Miscellaneous

LONDON

BOROUGH LONDON EDUCATION AUTHORITY
FOX HILL ADULT WORKSHOPS
Gatehouse School, London [illegible]

TEACHER OF THE THEATRE
(EDUCATIONAL ADULTS)
TO COMMENCE [illegible] from April 1978.

Required as soon as possible, a person experienced in both theatre in education and community school activities development to help an established team who devise and present projects to students in L.E.A. and Upper Secondary schools.

Salary scale in accordance with the Burnham Further Education Scale [illegible] within the range £[illegible] to £[illegible] plus £[illegible] London Allowance and £[illegible] to £[illegible] Supplement. Consideration will be given towards removal expenses.

Application forms on receipt of S.A.E. from Charles Hilton, Fox Hill Adult Workshops, Gatehouse School, London [illegible] returnable by December [illegible].

BINGLEY

BRADFORD METROPOLITAN DISTRICT

EDUCATION SERVICES

PLAYGROUND SUPERVISORS

Monday, Tuesday, Wednesday, Thursday 12 midday to 1.30 pm. Needed to travel to any school in the Bingley Metropolitan area. Applicants must be available for duty in large scale sports events, plus Bradford Schools Swimming Gala, and the Bradford Schools Festival of Dance. Travelling allowance payable.

Application forms and further details from the Chief Education Officer (Personnel), Bradford Metropolitan District, Jacob's Well, Bradford BD1 5RW. Telephone: [illegible] Ext. [illegible]

ENGLISH AS A FOREIGN LANGUAGE

Requirements, Hours vary, Rates negotiable. Apply to Educational Employment Limited, Dept. [illegible], 15 Bedford Street, London W.C.2. Teaching experience in Schools, Colleges or both advantageous. Salary range £[illegible] per annum published.

Please write to Administrator, Write the [illegible] Times WC1X 8EZ.

SOUTH WESTERN EXAMINATIONS BOARD

23-29 Marsh Street, Bristol BS1 4BP

Applications are invited from teachers serving in secondary schools for the following posts:

(a) Chief Examiner in Business Studies

(b) Assistant Chief Examiner in Music

Details and application forms, returnable by 6th January, 1978, may be obtained by sending to the Board a stamped self-addressed foolscap envelope marked with the post(s) applied for.

H. L. M. HOUSEHOLD,
Secretary to the Board.

Education Department

educational psychologist

Salary £5,532–£7,458 p.a., inc

This new post has arisen to specifically strengthen the existing School Psychological Service. Ideally you will hn an Honours graduate in Psychology, and also have had good teaching experience as well as post-graduate training in educational psychology.

The School Psychological Service which has its own premises, is well established and able to offer a wide range of experience and responsibilities, the development of specialist interests and competence being actively encouraged and supported. The greatest part of the Psychologist's time will be spent in ordinary schools from nursery to sixth form, but may include work in any of the Borough's Day Special Schools, special classes and tutorial units. The Service is developing excellent working relationships with the Social Services Department and Area Health Authority.

The Borough is within easy access of Central London and bordered by Epping Forest and the Lee Valley Regional Park.

Further details and application forms obtainable from the Personnel Officer, Town Hall, Forest Road, Walthamstow, E.17. (Tel. 01-531 8899, 24 hours answering service.)

Closing date December 23, 1977. Please quote Ref. G.767.

London Borough of Waltham Forest

COUNTY OF AVON Education Department

ASSISTANT DIRECTOR OF EDUCATION
(RESOURCE PLANNING)

PO3 (8-12) £8,526-£0,405 plus supplements of £312 and £208.56 per annum

EDUCATION OFFICER
(HIGHER AND FURTHER EDUCATION)

PO2 (6-10) £6,720-£7,407 plus supplements of £312 and £208.56 per annum

Applications are invited for these two posts in the education department from graduates with appropriate teaching and administrative/management experience.

The Assistant Director of Education (Resource Planning) is a second tier post and the successful applicant will be responsible to the Director of Education for a branch dealing with development, financial resources, buildings, equipment and supplies.

The Education Officer (HE/FE) is a third-tier post responsible to an Assistant Director of Education. The successful applicant will be responsible within the branch for the management of the authority's colleges.

Further details and application form (returnable by 30th December, from Director of Personnel (Tel. Bristol 293685), PO Box 11, Avon House, The Haymarket, Bristol, BS99 7DE.

LONDON BOROUGH OF ENFIELD

Adviser in English

£8,253–£8,877

Applications are invited for this interesting and challenging post which has responsibilities for all aspects of the teaching of English, including drama. Candidates should have good qualifications and successful teaching experience.

Temporary housing (up to 2 years), 10lb per cent removal expenses (£400 max.), generous relocation costs and lodging allowance—where appointee needs to move. Essential user car allowance and assisted car purchase scheme. Reference DCD 796.

Careers Officer—£4,161–£4,507

Applications are invited from suitably qualified candidates to specialise in work with the handicapped. The post is based in the Civic Centre's Careers Office. Experience of work with the handicapped, or a degree or diploma with relevant careers or social work training, is desirable. Reference DCD/798.

Application forms and further particulars are available, upon receipt of a stamped addressed envelope, from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 23rd December, 1977. Please quote appropriate reference.

MK
MILTON KEYNES DIVISION
BUCKINGHAMSHIRE COUNTY COUNCIL
DEVELOPMENT CORPORATION

SOCIAL DEVELOPMENT UNIT

CHILDREN'S PLAY ORGANISER

£3,366-£3,786 plus attendance supplements of £495

Applications are invited from dedicated candidates preferably experienced in playwork, who are prepared to expand play activities within an existing city-wide development programme.

The successful applicant will be responsible to the Corporation's Children's Play Adviser and will work with the Milton Keynes Play Association in the further development of Holiday Playschemes, Playleadership Training Courses, the Community Playcart Scheme and other school holiday schemes. Other aspects of the job include close liaison with the Milton Keynes Playbus Association and voluntary groups in the development and management of Adventure Playgrounds and Play Parks, plus the opportunity to innovate new ideas in play.

It is essential that the applicant has an ability to organise and communicate at all levels with an understanding of management techniques and constitutional procedures.

The job involves some evening and weekend work. A clean driving licence is essential.

The Corporation's conditions of service include full removal expenses, legal expenses for house sale and purchase, settling-in allowance, free life assurance, generous relocation allowances for up to four months, and choice of contributory superannuation schemes.

Closing date for applications: 31 December, 1977.
Interviews: 11 January, 1978.
Starting date: As soon as possible.

Fully detailed applications should be sent to the Personnel Manager, Milton Keynes Development Corporation, Wavendon Tower, Wavendon, Milton Keynes, MK17 8LX, quoting reference 1339 and the job title.

LONDON BOROUGH OF CROYDON

APPOINTMENT OF

General Inspector

TO SPECIALISE IN PRIMARY EDUCATION

Applications are invited for the post of General Inspector. Applicants should have a good honours degree and have held a senior post(s) in schools or colleges or have worked in the Advisory Service.

Salary—Soulbury range—Head Teacher Group 10. £7,455-£8,079 plus pay supplements of £312 (April, 1976) £320 (April, 1977) and London Allowance of £297. A car allowance is payable.

Particulars and application forms, to be returned by Wednesday, 21st Dec., 1977, may be obtained from the Director of Education, Taberner House, Park Lane, Croydon, Surrey, CR9 1TP.

HM Inspector of Schools
Primary and Middle Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors to work mainly in the education of pupils aged 3 to 13. HM Inspectors provide a service of professional advice to the Department of Education and Science, and their work includes inspecting and advising schools, consulting with local authorities and organising courses.

Candidates should have appropriate teaching experience, and understanding of child development and a knowledge of relevant current thought and practice. They should indicate whether they have an interest in a particular part of the age-range and should refer to any special interest or expertise in any aspect of the curriculum.

Starting salary within the range £6,625 to £8,415 (higher in London) plus pay supplements as appropriate. Higher posts are normally filled by promotion.

Application forms (to be obtained by December 30) and further information may be obtained from Miss S. C. Taylor, Department of Education and Science, Room 10/3, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222, extension 2237. Please quote A/778.

DEPARTMENT OF EDUCATION AND SCIENCE

Leicestershire

ASSISTANT EDUCATION OFFICER (SCHOOLS)

£5,406 to £6,057 plus £520 supplements

This post, which will involve interesting and varied work with secondary schools (vacant on promotion and to be filled by April 1,1979) is open to men and women graduates with a good teaching record preferably including Head of Department experience in a comprehensive school. Experience in an Education Department is desirable but not essential.

Salary P.O.1 (6-10) £5,409 to £9,087 plus supplement £520 p.a. Starting point according to experience. Details on request. Tel. 971313, ext. 258. Apply (no forms) with names and addresses of two referees by December 19, to Director of Education, County Hall, Glenfield, Leicester LE3 8RF.

Metropolitan Borough of Rochdale

PRIMARY ADVISER BHT Gp. 10

(£7,455 to £8,079) plus approximately £501 per annum in supplements

Applications are invited from well-qualified men and women with varied and successful teaching experience in primary schools. Candidates should have held posts of considerable responsibility.

Applicants are requested to indicate the specialism they can offer: it is hoped to appoint a person to be responsible for mathematics in primary schools, but candidates offering other specialist interests may be seriously considered.

Application forms and further particulars may be obtained from the Chief Personnel Officer, Personnel and Management Services Department, 168 Drake Street, Rochdale, Lancs, OL16 1XG, and returned duly completed by Tuesday, 20th December, 1977. Assistance with housing and removal expenses if required in appropriate cases. Essential user car allowance payable. (B.208.)

Gwent County Council

Education Department (Careers Service)

CAREERS OFFICER

Pontypool Careers Office

Grade A.P.O.4, £2,922 to £3,702 (plus salary supplement)

Duties will include vocational guidance to pupils of Torfaen Valley, liaison with employers to secure details of employment opportunities available to young people. Car mileage allowance for essential travelling.

Diploma in Careers Guidance and previous careers service are desirable.

Applications to be submitted by December 20, 1977.

Application forms and further information where applicable for the above vacant posts can be obtained from the Personnel Section, Gwent County Council, County Hall, Cwmbran, Gwent NP4 2XD, to be returned by the date shown to the same address.

BOROUGH OF SOUTH TYNESIDE

Directorate of Education

CAREERS SERVICE

Careers Officer

£2,922-£3,282+ salary supplements

The vacancy exists at the South Shields Careers Office. Applicants should hold graduate or equivalent qualifications, together with the Diploma in Careers Guidance.

Application forms are available from the Chief Personnel & Management Services Officer (Ref 331), Westoe Hall, Westoe Village, South Shields, Tyne & Wear (Tel. South Shields 552191). Closing date for receipt of applications noon 23rd December, 1977.

Education Department

INSPECTOR FOR SECONDARY EDUCATION

Applications are invited for this senior post which carries responsibility for the co-ordination and leadership of advisory work in secondary education and for language development in the schools of the authority.

Candidates must have a degree in English Languages as well as some experience of advisory work. The appointment is to date from 1st September, 1978. Salary in accordance with Burnham Group 10, i.e. £7,455 x 4 (156)—£8,079 and London Weighting £297 and 1976 and 1977 pay supplements where appropriate.

Havering

Further details and application forms from the Director Educational Services (Ref JEB) Mercury House, Mercury Gardens, Romford, Essex, RM1 3DR.

(Forms to be returned by 12th January, 1978.)

ASSISTANT EDUCATION OFFICER

A fourth tier post suitable for a graduate with good teaching experience wishing to enter administration and involving professional work in a major area of education. Administrative experience an additional advantage.

Salary according to age and experience within the Principal Officers Scale 1, £4,689 to £5,577 plus National Supplements.

Application forms and further particulars returnable by January 6, 1978, from County Education Officer, Shire Hall, Abbey Foregate, Shrewsbury.

Salop County Council

Outdoor Education

CALSHOT ACTIVITIES CENTRE

TEMPORARY ASSISTANT — ENVIRONMENTAL STUDIES

Temporary Assistant for Environmental Studies required at Calshot Activities Centre. The Environmental Studies Department runs a variety of residential field courses for Secondary school children encompassing biological, geographical and chemical aspects of the marine, freshwater and terrestrial environments.

The post is residential; salary at present £1.14 per day with accommodation and meals provided free of charge.

Applications giving details of experience and qualifications to: The Warden, Calshot Activities Centre, Calshot, Southampton SO4 1BR.

DUMFRIESSHIRE

INSTRUCTOR of CANOEING and [illegible] and COOK [illegible] KEEPER able to assist with supervision, required March-October '78 for Adventure Centre on remote uninhabited Hebridean island. Both male female, must be highly experienced and capable.

S.A.E., please for full details to [illegible] Fiels [illegible], Solwaybank, Canonbie, Dumfriesshire.

FIELD STUDIES COUNCIL

TUTOR in BIOLOGY at Dale Fort Field Centre, Haverfordwest, Dyfed, required January, 1978.

Single good degree with special interest in Marine Biology. Educational qualifications desirable, and preference will be given to candidates holding B.Sc.A.C. II class diving qualifications. Research interest in underwater environment a considerable advantage.

Salary £1,914 by £84 by 6nd to £3,112 plus free board and lodging. Closing date for applications: 15th December, 1977.

Further details and application forms from the Director, Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury, SY4 1HW.

OXFORDSHIRE

COUNTY COUNCIL

A TEACHER of outdoor education is required as soon as possible after January at the County's Residential Education centre, Kilvrough Manor on the Gower and close to Swansea. A person is sought who has both the ability and qualifications to lead parties of youngsters in Environmental Studies and activities of an adventurous nature. The centre caters for pupils of upper Primary age and those in the Secondary sector.

Salary is Burnham Scale 1, but there is a deduction for board and lodging according to S.T.D. rates which at the moment stands at £155 per annum.

Applications by letter to the Chief Education Officer, Macclesfield House, New Road, Oxford, OX1 1NA (reference: [illegible]) within two weeks of the appearance of this advertisement.

SOMERSET/NORMANDY

EUROPEAN TIMES COORDINATOR (Scale 3)

See displayed advertisement under Secondary.

English as a Foreign Language

ANGLOSCHOOL.

Recognised as Efficient by the Department of Education and Science, invites applications from TEACHERS of ENGLISH as a Foreign Language for part-time and full-time positions from 3rd January, 1978. Also for Summer, 1978. Periods of 8-12 weeks from 3 July. A qualification and/or experience in T.E.F.L. essential.

An application form and comprehensive information about the school will be sent on request. Telephone: 01-665 7286. 146 Church Road, London SE19 2NT.

EXPERIENCED TEACHERS

of ENGLISH as a Foreign Language. A knowledge of, or at least a keen interest in, local industry and commerce will be an advantage if you wish to represent your home area with a new examination body.

Please send curriculum vitae and stamped addressed envelope for further details to Box TES 3115, The Times, WC1X 8EZ.

FULL AND PART-TIME EFL TEACHERS

Vacancies occur for permanent and part-time TEACHING vacancies in Brighton, Bournemouth, Torquay, Oxford, Canterbury, Eastbourne and Worthing. Part-time vacancies are for mornings during March, June, July and August. Full-time School administrator also required in Brighton.

Please write (no telephone calls please) with full details of qualifications, past experience and salary expectations to I.S.I. Language Courses Ltd, 64 Ship Street, Brighton. Replies to reach us by 16th December.

GENEROUS Commission payable if you can introduce students to English language holiday summer schools in Chester.—Write Box [illegible], The Times, WC1X 8EZ.

PRIVATE LANGUAGE SCHOOL in West London offers teaching post plus extra responsibilities. B.S.A. T.E.F.L. Diploma or equivalent essential.—Telephone the Principal, 01-731 2519.

TEACHER for English. EFL Experience. From January. Streatham area. Tel. afternoons 01-677 [illegible].

WANTED to buy.—Principal of Independent School Group wishes to purchase a Language School in London.—Please write in confidence to J. H. Carnegie, Hamilton House School, 9 Florence Road, Ealing, W.5.

Appointments Wanted

EXPERIENCED male, 4 sec. teacher, English, Social Studies, L.T.L., teacher training, speaks French, German & Danish, seeks interesting overseas post; anything considered. Phone 01-670 6825.

HEAD of remedial department seeks change of occupation within the educational field. Derby E. Midlands area. Anything interesting considered.—Write Box TES3106, The Times, WC1X 8EZ.

PHYSICS MASTER, first class hons. grad., 8 years Head of Physics in direct grant school, seeks post. Box TES 3110 The Times, WC1X 8EZ.

RELIABLE, recently qualified teacher seeks interesting position home or abroad. 20 years tuition. Instructor: English, art, games; wide interests experience.—Write Box TES 3108, The Times WC1X 8EZ.

REQUIRED AS SOON AS POSSIBLE short or long term post by lady teacher of varied experience. General subjects with languages; Italian, Russian with lower school French or German; also Geology, Economics and Needlework. Preferably South London or Surrey. Write Box TES 3109, The Times WC1X 8EZ.

TEACHER, Male, Scale 2 maths, P.E., Art and Craft, requires position for three years in Germany. Write Box H.S. 3119 The Times, WC1X 8EZ.

WOULD YOU EMPLOY THIS WOMAN? 7 years in bookselling (1 in own business), 7 in education (1 as house-mother/teacher, 3 doing B.Ed. Hons). Now 35, main objective is a pre-school education for 2 sons. Anything considered. 01-946 5656.

Public Notices

M.A. AND PH.D. PROGRAMMES in German Literature and Germanic Linguistics. Assistantships and scholarships available. Inquire Graduate Advisor, Department of Germanic Languages, University of Alberta, Edmonton, Alberta, Canada T6G 2E6.

THE LEVERHULME TRUST
Research Awards 1978

The Leverhulme Trustees, through their Research Awards Advisory Committee, offer:—

(I) SENIOR STUDENTSHIPS

Up to six studentships to enable those who have left university for at least five years to return and study full-time at a United Kingdom university, preferably, but not necessarily, for a further degree.

Applicants must be first-degree graduates of a United Kingdom university, holders of CNAA degrees or able to show evidence of equivalent education in the United Kingdom. They must not already have a post-graduate degree. They must have been educated at a school or schools in the United Kingdom or any other part of the Commonwealth. They must be over the age of 27 on 1st October in the year of the award.

The awards are available at £1,250 a year for one or two years. Two allowances may be paid at the discretion of the Committee. Firstly, a family allowance of not more than £1,250 a year depending on the candidate's circumstances, and secondly, a contribution of not more than £300 a year towards the cost of university fees.

Candidates must be available for interview in London in March; travelling expenses within the United Kingdom will be refunded.

The closing date for applications (Form O/1C) is 5th January, 1978. The period of the award will normally date from 1st October, 1978.

(II) OVERSEAS STUDENTSHIPS

Up to six studentships for a period of advanced study or research in any subject at an institution of university or university college status in any part of the world other than the United Kingdom, Europe and the United States of America.

At the time of application candidates should be first-degree graduates of a United Kingdom university, holders of CNAA degrees or able to show evidence of equivalent education in the United Kingdom. They should also have been educated at a school or schools in the United Kingdom or in any other part of the Commonwealth. They must be normally resident in the United Kingdom and under the age of 30 on 1st October in the year of the award.

Awards are calculated on a basis of an allowance of £1,000 a year for maintenance and fees, a return air passage, an outfit allowance and specific expenses associated with the course of study. Two further allowances may be paid at the discretion of the Committee. Firstly, a marriage allowance of £40 per month to a married student when accompanied by a dependent spouse and secondly, to a student going to a country where the cost of living is excessively high.

The awards are tenable for one year or two years if circumstances warrant it. The awards may not normally be held in conjunction with other major awards. Students will be asked on termination of an award to make a short report to the Committee on their experience during the period of study.

Candidates must be available for interview in London in April; travelling expenses within the United Kingdom will be refunded. Successful candidates will be required to undergo a medical examination before confirmation of their awards.

The closing date for applications (Form E/2C) is 5th January, 1978. The period of the award will normally date from 1st October, 1978.

(III) EUROPEAN STUDENTSHIPS

Up to eight studentships of £1,920 for one year for advanced study or research in a centre of learning in any European country other than the United Kingdom. Two further allowances may be paid at the discretion of the Committee. Firstly, a marriage allowance of £40 per month to a married student when accompanied by a dependent spouse, and secondly, to a student going to a country where the cost of living is excessively high.

At the time of application candidates should be first-degree graduates of a United Kingdom university, holders of CNAA degrees or able to show evidence of equivalent education in the United Kingdom. They should also have been educated at a school or schools in the United Kingdom or in any other part of the Commonwealth. They must be normally resident in the United Kingdom and under the age of 30 on 1st October in the year of the award.

The studentships are tenable only at or in connection with a university college or similar institution. They are not intended for students who are wishing only to improve their knowledge of modern languages; otherwise no subject of study will be excluded but preference will be given to candidates who intend to study in subjects normally grouped in the Arts and Social Studies Faculties of universities.

The period of the award normally begins on 1st October and students will be required on termination of the award to make a short report to the Committee on their experience during the year of study. The awards may not normally be held in conjunction with another major award.

Candidates must be available for interview in London in April; travelling expenses within the United Kingdom will be refunded.

The closing date for applications (Form E/1C) is 5th January, 1978. The period of award will normally date from 1st October, 1978.

The results of application for the above awards will be communicated to the candidates in April, 1978. Application forms and further information from The Secretary, Research Awards Advisory Committee, The Leverhulme Trust Fund, 15-19 New Fetter Lane, London EC4A 1NR. Telephone: 01-248 1916.

Educational Courses

ALLIANCE FRANCAISE DE LONDRES

AUDIO-VISUAL COURSES IN FRENCH

French Teachers—French atmosphere, December 19 to January 6, 1978. All levels. For full details write to:— 3 Queensberry Place London SW7 2RN or 'phone 584 1856.

CAMBRIDGESHIRE

BROOKSIDE COLLEGE Cambridge

Will be holding a four-week course in the Teaching of English as a Foreign Language commencing on January 9, 1978. Certificate in T.E.F.L. for successful students.

Apply to: The Vice-Principal, 3 Brookside, Cambridge. Telephone: Cambridge 64639.

EDINBURGH

UNIVERSITY OF EDINBURGH WITH MORAY HOUSE COLLEGE OF EDUCATION Edinburgh

M.SC. IN EDUCATIONAL PSYCHOLOGY

Applications are invited for an M.Sc. course in Educational Psychology beginning in October 1978. This 12 month course is intended for those seeking a qualification for appointment as an educational psychologist.

Applicants should possess an Honours degree in Psychology.

Further details and application forms may be obtained from the Course Secretary, Department of Psychology (Educational Psychology), University of Edinburgh, George Square, Edinburgh EH8 9JA.

Completed forms should be submitted by 28th February 1978.

LEICESTERSHIRE

CO-OPERATIVE COLLEGE Stanford Hall, Loughborough Leicestershire LE12 5QR

RESIDENTIAL COURSES FOR ADULTS

UNIVERSITY DIPLOMA

Applications invited for session beginning October, 1978. Two year course for University of Nottingham Diploma in Political, Economic and Social Studies.

Evidence sought of interest and ability rather than formal qualifications.

Full grants available on acceptance for course.

Full information from and applications to Administrative Officer by 5th March, 1978.

LEICESTER

THE UNIVERSITY SCHOOL OF EDUCATION

The University of Leicester School of Education offers four separate and distinct full-time degree courses leading to the award of the M.A. (Education):

(1) SOCIOLOGY of EDUCATION and MASS COMMUNICATION
(2) HISTORY of EDUCATION
(3) PSYCHOLOGY of EDUCATION
(4) PHILOSOPHY of EDUCATION

The School of Education, in conjunction with the University Centre for Mass Communication Research and the Department of the History of Science, invites applications from suitably qualified candidates for each of these separate taught degrees. Each course is for one calendar year, beginning in October, 1978, and assessment is by written examination and dissertation.

Full details and application forms can be obtained from Secretary to M.A. (Education) Course, University of Leicester School of Education, 21 University Road, Leicester LE1 7RF.

Please state clearly for which course details are requested.

LEICESTER

THE UNIVERSITY SCHOOL OF EDUCATION MASTER OF EDUCATIONAL STUDIES

The University of Leicester School of Education invites applications from suitably qualified candidates for the M.Ed. Studies. This degree has been designed to provide teachers and administrators with an opportunity to extend their professional education at an advanced level.

The course is offered on both a full and part-time basis (one year full-time, two years part-time), though not all options may be available in any one year. The next admission to the course will be in October, 1978. Assessment is by written examination and dissertation.

Students will study three of the following options:
English as a Foreign Language
English in the Curriculum
Linguistics in Modern Language Teaching and Learning. (Double option)
The Humanities Curriculum
Science Education. (Double option)
Educational Assessment and Evaluation
Primary Education I—Curriculum Studies in Primary and Middle Schools
Primary Education II—Socialisation in the Primary School
Moral Education
Research and Development in Further Education
Administration, Organisation and Management in Education.

Full details and application forms can be obtained from Secretary to M.Ed. Studies Course, University of Leicester, School of Education, 21 University Road, Leicester LE1 7RF.

NEWCASTLE UPON TYNE

ST. MARY'S COLLEGE OF EDUCATION Fenham

FULL-TIME IN-SERVICE COURSES FOR TEACHERS

The Education of Children aged three to seven. Autumn Term, 1978. Reading and the Language Arts (mainly for Primary School teachers), Spring Term, 1978 and 1979.

Language Handicap. Spring Term, 1978 and 1979.

The above courses lead to an assessed award, the College's Certificate in Advanced Educational Studies.

Religious and Moral Education Spring Term, 1978 and 1979. This course, with five terms of part-time study, leads also to the Diploma in Religious and Moral Education of the Institute of Education of Newcastle University. There is also a one-year full-time course for this Diploma, starting in September.

All the above courses are recognised by the D.E.S. for secondment.

Enquiries to the In-service Tutor, St. Mary's College, Newcastle upon Tyne NE4 9YH.

ROCKLEY POINT SAILING SCHOOL AND CENTRE

SAILING CANOEING SWIMMING ACTIVITIES

Courses for schools 8-18 Years

Accommodation at the school in caravans. Special Group rates, including organizer. R.Y.A. recognised school.

Write or phone for details to Rockley Sands, Poole Dorset. Poole 77272.

T.E.F.L. COURSES

LINGUARAMA LTD., will be holding a one week course in the Teaching of English as a Foreign Language from December 17-23, 1977.

The Course is residential and candidates should possess a University degree or Teaching Certificate (or similar qualification).

A number of teaching posts in Portugal, Spain, England, Japan, Finland, Greece, Brazil, Germany and Italy may be available for successful trainees for the academic year 1978-1979.

Courses are conducted by Direct Method experts. The fee will be £80 plus V.A.T. and includes instruction, teaching manuals, private room and all meals as well as the use of recreational facilities.

For further information please write to Linguarama Ltd., 53 Pall Mall, London, S.W.1. Attention: Staff Manager T.E.F.L. Courses.

ULSTER

THE NEW UNIVERSITY

DIPLOMA IN ADVANCED STUDIES IN EDUCATION (Part-time)

(a) COMPREHENSIVE EDUCATION and the COMMUNITY.

(b) SOCIOLOGY of EDUCATION.

(c) LOCAL STUDIES.

(d) EDUCATIONAL ADMINISTRATION.

(e) GUIDANCE and COUNSELLING.

(f) SCIENCE EDUCATION.

Courses (a) and (b) are offered at Londonderry and courses (c), (d), (e) and (f) at Coleraine. The courses may include teaching in the afternoon or evening, or at weekends. Applications are invited for admission to these two-year part-time courses leading to the Diploma in Advanced Studies in Education. Applicants normally should be qualified teachers with two years' teaching experience.

Requests for application forms and further particulars should be sent without delay to The Registrar, The New University of Ulster, Coleraine, Co. Londonderry, Northern Ireland (quoting Ref.: 77/167).

WOLVERHAMPTON

THE POLYTECHNIC

FACULTY OF EDUCATION Dudley

DIPLOMA COURSES

Diploma in the Education of Children of Ethnic and Racial Minority Groups

Diploma in the Education of Socially Disadvantaged Children

Applications are invited from qualified TEACHERS with at least two years' approved professional experience for admission in September 1978 to the one-year full-time or two-year part-time courses leading to these University of Birmingham Diplomas.

The programme of study, in each case, will be closely related to the student's current professional work and will include relevant areas of educational theory and curriculum and considerable practical work.

SUPPLEMENTARY CERTIFICATE COURSES (September 1978 entry)

Retraining for Secondary Specialist Teaching of Craft, Design and Technology (Handicraft)

Supplementary Certificate in Business Studies Education

Applications are invited for these one-year, full-time Conversion Courses in Handicraft and Business Studies. Suitable candidates would be either experienced, seconded teachers or newly qualified ones seeking first appointments.

For further particulars contact: D. Broadhurst, M.A., M.Ed., J.P., Assistant Director and Dean, Faculty of Education (TES), The Polytechnic, Castle View, Dudley, West Midlands DY1 3HR. Telephone: Dudley 50711 (STD 0384).

WORCESTERSHIRE

WORCESTER COLLEGE FOR THE BLIND

Whittington Road, Worcester WR5 2JU

Curriculum Conference for Teachers of Visually Handicapped and Advisers on Teaching the more able educationally blind at secondary level.

April 10 to 13, 1978

Accommodation available (numbers limited), inclusive cost £25.

Apply to Headmaster

"A" Level Biology Field Courses, Easter, 1978, 20th March to 30th March-6th April. Led by highly qualified staff, the courses will cover theory and practical field work on shores, marsh rivers and moorland.—Details: Coldharbour Centre, Kingsbridge, S. Devon. Tel Loddiswell 237.

CHRISTMAS HOLIDAYS. Concentrated course in Buddhist Teachings, Meditation and Tibetan Art. December 27th-January 4th. Manjushri Institute, Conishead Priory, Ulverston, Cumbria (0229) 54019.

ENGLISH Language School Holiday residential courses for overseas students.—Middleton Lodge Ilkley 52305 (Yorkshire).

ENGLISH LANGUAGE. School Holiday residential course for overseas students. Rowell House, Wellington Parade, Kingsdown Deal, Kent (Deal 4620).

Awards and Scholarships

COLSTON'S SCHOOL

Stapleton, Bristol

The Governors of Colston's School give notice that up to four Foundation Scholarships will be awarded, subject to sufficient academic ability, for entry in September, 1978, to boys born between 2nd September, 1966, and 1st September, 1967.

These Scholarships cover full fees for a boarder or tuition for a day boy and are tenable throughout the holder's stay both in the Preparatory and Upper Schools.

Candidates will take a written examination in English, Mathematics and Verbal Reasoning on 4th February, 1978, at Colston's Preparatory School. Application forms may be obtained from the Headmaster, Colston's Preparatory School, and should be returned not later than Saturday, 20th January.

HARROGATE

HARROGATE COLLEGE

Clarence Drive

Telephone 0423 504543

OPEN SCHOLARSHIPS

Several open scholarships of up to one third of the fees are awarded by the Governors for the 1978 year beginning September 1978. Candidates must be 12 years old on or before the 1st September of the year for which the award is sought.

MUSIC SCHOLARSHIPS

Two scholarships of up to one third fees are offered to candidates of good academic ability and musical talent. Preference will be given to players of stringed instruments. In addition two awards offering free tuition in two musical instruments are available. Girls aged 13 and under on or before the 1st September of the year for which the award is sought are eligible for these.

Full particulars available from the Headmistress's Secretary.

MIDDLESEX

SCHOLARSHIP EXAMINATION DUCKS FARM PREPARATORY SCHOOL FOR BOYS

South Hill Avenue, Harrow, Middlesex

TWO SCHOLARSHIPS of £500 per annum will be awarded as a result of an examination on March 11, 1978, for boys aged 9 to 10 on January 1, 1978.

For prospectus and full details, apply to the Secretary.

SURREY

CRANLEIGH SCHOOL 1978 Music Scholarship announcement

At least THREE MUSIC SCHOLARSHIPS (Major awards £1,100 p.a. and £1,300 p.a.) will be awarded; tuition in any number of instruments will be competed for on Monday and Tuesday, February 13th and 14th, 1978. Wind and Brass players particularly welcome this year. Age limit under 14 on September 1, 1978.

The School has an outstanding musical tradition (6 full-time and 15 visiting staff), lessons in all orchestral instruments and composition are available. There are two School Orchestras, Wind Band, Chapel Choir and Choral Society.

Full details may be obtained from the Headmaster, and the Director of Music is always pleased to see prospective candidates over the age of 11.

LOOKING FOR AN OPPORTUNITY OUTSIDE THE CLASSROOM?

Angus Stewart Publications, a Company publishing modern Primary School learning materials, is looking for Representatives in a number of areas of the U.K.

We are looking for young qualified teachers who would be required to call on schools within their areas demonstrating and selling our early learning materials.

Basic Salary is £2,500 per annum plus a monthly share of profit bonus based on results. A generous car and insurance allowance is paid plus a petrol allowance. Normal school hours and holidays operate. For forms of application contact:

Sales Administration Manager
Angus Stewart Publications Ltd.
Town Hall, Sheringham
Norfolk NR26 8QY
Tel: STD 0263 823322

NORTHERN IRELAND
WESTERN EDUCATION AND LIBRARY BOARD
INSTRUMENTAL TUTOR (CELLO TEACHER)

HEADQUARTERS OFFICE, OMAGH, CO TYRONE

Applications are invited from suitably qualified and experienced persons for appointment as Full-time Cello Teacher, required to work throughout the Board's area. Mileage allowances will be paid at the appropriate rate.

Salary Scale: £3,258 to £4,011 plus £312 supplement plus 5% of total earnings supplement per annum.

Extra payment will be available for advanced work in Music Centres and work with Youth Orchestras.

Application forms from the Personnel Officer, Headquarters Office, 1 Hospital Road, Omagh, Co. Tyrone, N. Ireland, returnable by NOON, 2 January, 1978.

Personal

Announcements

ADDITIONAL INCOME FOR TEACHERS

Private tuition available nationwide to all subjects for details of membership send S.A.E. and [illegible] to Academy of Private Tuition, 15, [illegible] Close, [illegible] Surrey.

A PRIVATE ADVANCE

£25 upwards arranged without security or delay Campbell & Hobson Ltd 1 Seymour Street, London, W.1. Tel [illegible]

BERKSHIRE

DOWNE HOUSE SCHOOL Cold Ash, Newbury, Berks

Miss Suzanne Ellis, M.A., has been appointed HEADMISTRESS of the School from 1.9.78, in succession to Mrs. P. M. Wilson, M.A. (retiring).

EMIGRATE WITH BREWER & TURNBULL

Free quotations and quality advice on all aspects of overseas removals. Special terms to the teaching profession. Write to Brewer & Turnbull, Dept [illegible], Birkenhead [illegible] or contact your local office through Yellow Pages.

FOR LOANS AND MORTGAGES

Contact THE PROFESSIONAL BROKERS, PEACHEY & RICHARDS LTD for Mortgages up to 100% and Bank loans for any purpose. 5a Corn Street, Bristol. Telephone: 20407-8 and at Plymouth and Exeter. Directors: R. D. Peachey (Chairman), A.C.I.S., F.C.B.S., L. O. Richards.

POSTALOANS UNSECURED

£30 to £1,000 RICHMOND INVESTMENTS LIMITED 4 The Green, Richmond Surrey.

IMMEDIATE ADVANCES

£50 to £10,000 No security needed REGIONAL TRUST LTD. Oxford Street New Bond Street London W.1. Tel: 01-734 5983, 01-734 6913.

"I'VE ALWAYS MEANT TO WRITE"

Learn now how to write for profit—Articles or Stories. Personal correspondence coaching of unsurpassed quality. Informative book from London School of Journalism (TES) 19 Hertford St., W.1. Tel: 01-499 8250.

MORTGAGES

Up to 100 per cent with Endowment Assurance. Imperative 100 per cent loans up to 3 times basic salary plus 1½ times wife's income. No fees. Also additional finance on properties already owned. I. WOODHOUSE, SEAREY AND CO. LTD. 39-41 Fleet Street, London EC4Y 1BU. Tel: 01-353 8404.

MORTGAGES UP TO 100%

For teachers and other professional persons. Also remortgages available for home improvements, etc. Please telephone or send full details to: H. G. Chrisman & Associates Limited, 140 Stafford Road, Wallington, Surrey. Tel.: 01-669 0297-9.

PERSONAL LOANS

(Established 1924) L. LESTER LTD. Room 16-11 4 St. Ann's Square Manchester M2 7HP 061-834 0719

SALARIED PERSONS POSTAL LOANS LTD.

Advance £10 upwards same day. 175 Regent St. W.1 01-734 1591.

CAN you help? Stephen wants a home of his own. Stephen has had many changes and has lived in a children's home at present. He is nine years old but often behaves like a baby and likes bedtime stories; he can be very affectionate. Stephen has minor tantrums and his mother found him difficult to cope with. He is sensitive about his feelings and needs a family who will be patient and understanding while he learns to trust them. Although his mother wants to keep in touch it is unlikely that he will return home. If you live within 50 miles of London and think you could help, please contact Lois Sprout, Fostering Officer, Town Hall, Hopton Street, London SE1 7NN. Tel 01-237 6404 ext 105.

CENTRAL LONDON. Private tuition, overseas pupils, slow learners, examination candidates. Holiday or term. Most subjects. Phone N. H. Randall, 01-222 5071.

COSTUME HIRE for Gilbert and Sullivan operettas — Star Costumes, 50 Lower Rd., Clapham, London SW4. Tel. 01-622 6701.

GRAMOPHONE records professionally produced from your tapes of your own performances, [illegible] Stamped addressed envelope for details. Cathedral Sound Studios Ltd., Halsall, Ormskirk, Lancs. L39 8SN. Telephone Halsall, 01-0 [illegible]

IS THERE an infant teacher between jobs who might consider looking after three bright toddlers? Twin girls, 2½, and their brother, 1 year, need someone two to five days a week. Live in or out. Mother works full-time, sometimes from home, so occasional sole charge but often shared work. Children's food and clothes but no other household duties. Most weekends and evenings free. Upton Lancashire. Please ring [illegible], Mrs. Shepherd.

MAXIMUM mortgages for teachers. Advice for young couples planning ahead. Remortgages and Second loans available.—Either 'phone 01-346 4053 (24-hour answering) or write Martin Hatters Ltd., Incorporated Mortgage Brokers, Freepost, London NW4 1YB (no stamp required).

BBC RADIO MERSEYSIDE

requires an

EDUCATION PRODUCER

Responsible for the educational elements in the station's output and for selecting, devising and producing programmes which cater for the educational needs of the community as a whole.

Significant educational experience is necessary as well as a good microphone voice and ability to drive a car. A knowledge of studio work and a knowledge of the Liverpool area are desirable.

Salary: £4,600 p.a.-£6,150 p.a., plus continuing unconsolidated allowance £400 p.a.

Telephone or write immediately, enclosing addressed envelope, for application form quoting reference 77.G.1625TES to Appointments Department, BBC, London W1A 1AA. Tel 01-580 4468, Ext. 4619.

BBC

Addison-Wesley Publishers are looking for a

Schools Representative

to join their expanding Schools Division.

We are a young, forward looking company, part of an International Publishing Group, with a proven track record of success in the education market. We wish to appoint an energetic representative to be responsible for the important territory of Greater London, East Anglia, Surrey, Sussex and Kent. The ideal candidate will live in the London area. The post necessarily involves extensive travel and considerable time will be spent away from home base.

We are offering:
- A competitive salary
- A Ford Cortina Estate Car
- An interesting and varied job offering a continual challenge
- Real career prospects
- Generous fringe benefits

The successful applicant will be:
- Under 30 with an interest in education
- Able to discuss our material with teachers/educationalists
- Capable of addressing groups of teachers
- Willing to organise exhibitions of educational material
- Able to work on own initiative

In the first instance, please send details of your career to date to:
W Fergus Hall, Schools Manager
Addison-Wesley Publishers Limited
West End House, 11 Hills Place, London W1R 2LR

REMORTGAGES—any amount, any purpose, problem mortgages, large advances—up to £50,000. [illegible] per cent—up to [illegible]. Telephone, Hounslow, 01-[illegible].

T-SHIRTS and sweat shirts printed for your school, college, club.—Send stamped addressed envelope to D. M. Prints, Queen Street, Arundel, West Sussex, BN18 9JG. Telephone [illegible] 882520.

WRITE and sell Children's Stories. Mail tuition. Sales assistance. Free booklet.—Children's Features (TES), 57 Bridge Street, Manchester, M3 3BQ.

100% Mortgage Scheme for Teachers Lecturers etc. Phone Margaret Hunter for details, 01-[illegible].

Exhibitions

BRITISH MUSEUM. ANIMALS IN ART. Until 25 Feb. Wkdys, 10-5, Suns, 2.30-6. Adm free. From 15 December—January, 1978. Closed 23-27 Dec. incl. and 1 Jan.

MUSEUM OF MANKIND, Burlington Gardens, W.1. The world's greatest collections from the tribal societies of five continents. Free film shows except Mondays. Weekdays 10-5, Sundays 2.30-6. Admission free.

SERPENTINE GALLERY, Kensington Gdns., W.2. (Arts Council). The SCULPTURES of H. ROOT-[illegible] with related paintings, drawings and lithographs. Until 8 January. Daily 10-4. Adm. free. Closed 25-26 Dec. incl. and 2 Jan.

Entertainments

ARTS THEATRE, 836 3334, off Leicester Sq., Tom Stoppard's "Dirty Linen". Mon-Thurs., 8.30, Fri-Sat., 7 and 9.15. "The happiest 85 mins. in the West End." Own emergency power.

For Sale and Wanted and Postal Shopping

CARPETS FURNITURE FABRICS

15 to 35 per cent DISCOUNT. Visit our huge and well-stocked showrooms—most leading brands—expert assistance. Carpets—Axminsters, Wilton and Tufted with full manufacturers' guarantees and fitting service most areas. Furniture and fabrics on show London only—ask your branch manager for quotation for all branded goods. Free delivery U.K. Brochure from Dept TES.

POUSSIN [illegible] LTD.
Barbican Furnishing Centre (opp. Barbican Tube Station) 100 Aldersgate Street EC1V 8AB Telephone 01-628 7020.

Aberdeen: 11 Exchange Street. AB1 2NH. Tel. [illegible]. Birmingham: 3rd Edmund Street, B3 2HB. Tel. 021-236 5862. Bournemouth: 208 Old Christchurch Road, BH1 1PD. Tel. 21210. Brighton: 2-3 North Road, BN1 1YA. Tel. [illegible]. Bristol: 2-5 Royal London House, Queen Charlotte Street, BS1 4EX. Tel. 20157. Exeter: 137 Fore Street, EX1 3AP. Tel. 56019. Falmouth: 3 Killigrew Street, TR11 3PW. Tel. [illegible]. Glasgow: 100 [illegible] Street, G1 [illegible]. Tel. [illegible]. Leeds: 12 Great George Street, LS1 3DW. Tel. 41551. Manchester: Sussex Court Street, M1 [illegible]. Tel. 061-236 [illegible]. Newcastle upon Tyne: 60-62 Pilgrim Street, NE1 6SF. Tel. 28131 21126. Westcliff on Sea: [illegible] London Road, SS0 9[illegible]. Tel. Southend [illegible].

SAVE UP TO 45% ON RECOMMENDED RETAIL PRICES

Send today for free brochure from the very favourable discounts on almost anything including brand name products of famous manufacturers. All goods are brand new and fully guaranteed. Delivery arranged anywhere in the U.K. Buy with confidence from U.K.'s leading discount house.

Electrical Appliances, Refrigerators, Deep Freezers, Washing Machines, Cleaners, Razors, Spin Dryers	up to 40%
All Photographic Equipment	up to 30%
Carpets	up to 30%
Beds and Furniture	up to 45%
Cutlery and Venetian Blinds	30%
All Radio, Hi-Fi Equipment, etc	20% up to 40%
Clocks and Watches	30%
Jewelry	up to 25%
Sewing Machines	up to 25%
Cycles	17%
Gas Appliances	up to 17%
Prams and Pushchairs	20%

Send for free brochure today or call or 'phone.

HEARTH WAREHOUSES LTD. Dept. TES, New Road, Botley Basingstoke, Hants. Telephone Botley 4190.

SKATEBOARD TRUCK KITS

With the facility of your metalwork shop pupils can produce professional hardware at a fraction of the cost with our comprehensive pre-packed alloy kits, sample £2 post paid. Fir Hall, Playground Equipment, Nailsea, Bristol BS19 2HD (02755) [illegible].

BOOKS SOLD. Wanted. Exchanged. Free search service. Natural Sciences only.—Hodge Books, Wellswood, Pinner Hill, Middx. 01-866 [illegible].

CANOES, DINGHIES, KAYAKS, PUNTS. EASY KITS, S.A.E. for catalogue.—Granta Boats (A), Ramsey, Huntingdon, Cambs. Tel.: Ramsey 813777.

DIARIES for the Educational Year 1977-78. Prices including VAT: International Desk Diary (bilingual, Issue-a-day), £3.80; Wall Diary (laminated), 75p; Standard Pocket Diary, 80p. Minimum order £1 please. Orders under £2 kindly add 25p postage, etc.—Pronne Limited (Dept. C), Newton Abbot (2656), Devon TQ12 6NA.

LOTS of help for the classroom from Lakeland Plastics. The Lakeland Catalogue contains a wide range of polythene bags, airtight containers, foil and accessories for Home Economics teachers, and containers for Arts and Science. Everything for home freezing. Send for our FREE colour catalogue. Lakeland Plastics, 95 Alexandra Buildings, Station Precinct, Windermere.

OUT OF PRINT Book Service, 17 Fairwater Grove East, Cardiff. Send S.A.E. for details.

UP TO 33 PER CENT DISCOUNT on CARPETS. All leading makes of Axminsters, Wiltons, Orientals, etc.; showrooms with stocks and fitting service in most towns. Apply to us for introduction to nearest showroom or send details for quotations. Free delivery.—Cardinal Carpets, 87 Cross Green, Formby, near Liverpool. (Telephone Formby 74837).

YOUNG SONGS BOOK 1. Modern songs for today's Primary Schools. Piano accompaniment, guitar chords, parts for recorder, xylophone, glockenspiel, Chime-bars, percussion. 45p post free. Youngsong Music, 47 Clifton Road, Kingston Surrey. Cassette available next term.

Holidays and Accommodation

ATTENTION GROUP ORGANIZERS

HARROW HOUSE STUDY, SPORTS AND RECREATIONAL CENTRE

New, luxurious five-acre residential centre open throughout the year. Facilities include class lecture rooms, gymnasium, tennis, sports fields, cinema theatre, licensed restaurant. 1,200 sq. metre covered multi-sports hall. Inspection Visits Welcome. Harrow House, Harrow Drive, Swanage, Dorset. Telephone 4121.

EDUCATIONAL CANAL CRUISES

Aboard our fleet of well equipped traditional skippered narrow boats: 7, 12 and 24-berth craft with prices from £6.40 per head.

W.T.H. Co., 140 Hollyfast Road, Coventry. Tel. (0203) 51220.

FEATHERBED WEEKEND HOLIDAYS

Inclusive birdwatching weekends, Pagham Harbour, etc. with guides. Small, friendly hotel, garden to sea. Seafood specialities. Full brochure from Thatched House, Selsey, Sussex. Tel. Selsey 2407.

FIELD STUDY GROUPS

GEOGRAPHY AND GEOLOGY

Hotel, ideally situated on the lower slopes of Cader Idris, overlooking the Mawddach Estuary, offers special tariff for Student Groups. Mid-school upwards. Lecture facilities and equipment available.

BRACKENHURST HOTEL Fairbourne, Gwynedd. Telephone 03416 226

FIELD STUDIES

MOUNTAINCRAFT, ROCK CLIMBING and CAVING COURSES

Designed and costed to suit your individual needs. Parties of up to 30 children (primary or secondary) under supervision of qualified instructors at our farmhouse centre in the Brecon Beacons, South Wales.

For details ring or write Minerva Outdoor Ventures (Dept. T.E.S.), Crown House, 16 London Road, High Wycombe, Bucks. Telephone High Wycombe 41917. Prices from £22.50.

INTERNATIONAL LANGUAGE CLUB

13 Addiscombe Grove, E. Croydon 01-688 2633. 250 single rooms £25 per week part-board

PONY TREKKING HOLIDAYS

From a centre approved by Pony Trekking Society of Wales, and Ponies of Britain. On well fed ponies and cobs with first quality saddlery, comfortable Guest House, good food, interesting educational mountain treks, in scenic and beautiful countryside. Reductions for School Groups, special off-season terms. We will take particular care with beginners, novice, and nervous children. Send for brochure: Grange Trekking Centre, CS, Capel-y-ffin, Abergavenny, Gwent. Tel Crucorney 215.

ATHENS. — Inclusive air holidays, from £75, ideal for school parties.—Apply Athens Tours (AITA), 01-[illegible].

NEW YEAR in Snowdonia relaxing in friendly company, walking or climbing, skiing.—Details, Ian Lyon, Mountain Ventures, Brecon House, Greenhill Road, Liverpool L18 7HD.

CUT HOLIDAY COSTS.—Swap homes here or abroad.—INTERVAC, 6 Siddals Lane, Allestree, Derby. Stamped envelope, please.

GOING on a school exchange visit to Europe in 1978? Coach transport by Galloway now offers very competitive rates to all parts of Europe. Our coaches run all the way from school to destination and return. Consider this for your exchange visit—for immediate quotation contact Galloway, 51 Market Hill, Sudbury, Suffolk. Tel.: 0787 76161.

HOTEL FOR LADIES—200 single rooms, partial board, £20 p.w. All amenities.—Apply 172 New Kent Road, London, S.E.1. Tel. 01-703 4175.

SKI HALF TERM. 1 wk. Feb 11th. Join group of 18 in Italy. £137. Jean Cage, 0[illegible].

Home Exchange Holidays

HOME EXCHANGE HOLIDAYS. Catalogue International Ed. Fully illustrated.—4332 Maple Street, Vancouver, B.C., Canada V6J 3S2.

Partnerships

DOES your preparatory school have a kindergarten department? Would you like me to set one up at my own expense, on a self-employed basis?—Write Box TES 3113, The Times, WC1X 8EZ.

SUITABLY qualified and endowed partner sought for language and tutorial school in Midlands or S. England.—Write Box TES 3112, The Times, WC1X 8EZ.

WORKING partnership sought in educational institution for overseas students. Up to £20,000 available. Strictest confidence.—Write Box TES 3114, The Times, WC1X 8EZ.

Properties for Sale and Wanted

PRINCIPAL seeks to purchase small residential school: 40-60 places: all districts considered. Confidential. Partnership could be considered.—Box TES 3117, The Times, WC1X 8EZ.

BELFAST EDUCATION AND LIBRARY BOARD
CITY OF BELFAST SCHOOL OF MUSIC
INSTRUMENTAL SPECIALISTS

Applications are invited from suitably qualified instrumental teachers to join a total team of 18 full-time and over 80 part-time tutors.

WOODWIND—1 post (Flute/Bassoon)

BRASS—1 post (Preferably French Horn)

STRINGS—2 posts (Violin/Viola)

DUTIES:
(a) peripatetic teaching in day-schools;
(b) taking part in demonstration/recitals;
(c) individual teaching of more advanced students (evening)*;
(d) assisting with Saturday morning orchestras, band or Junior Centre (*);

SALARY (Scale I/II)

Salary will be in accordance with the Northern Ireland Department of Education's Salary Regulations. Incremental credit will be given by the Department for suitable experience and additional allowances granted in respect of University Degrees or equivalent qualifications and teacher training.

(*Additional payment is made for evening and Saturday morning work)

Scale I £2,253-£3,744 (14 points)

Scale II £2,655-£4,212 (13 points)

Salary supplement of £312 per annum plus an increase in remuneration within the terms of the Pay Policy with effect from 1st April, 1977.

Application forms and further details are available from the Chief Officer, Belfast Education and Library Board, 40 Academy Street, Belfast, BT1 2NQ, to whom they should be returned by Friday, 6th January, 1978.

Canvassing will disqualify.

CAREERS OFFICER
(OLDER/ABLER PUPILS)
£4,050-£4,795 Ashford

Candidates should have a degree or equivalent qualification and be qualified for and experienced in the work of the Careers Service with appropriate experience to advise pupils/ students who are intending to pursue GCE 'A' level courses at schools or colleges in North Surrey.

Car mileage and subsistence expenses are payable together with generous relocation expenses in approved cases.

For applications see below. Closing date: 10 days after appearance of this advertisement.

CHIEF CANOE INSTRUCTOR ASSISTANT TO WARDEN
£3,321*-£4,146* Richmond

For Thames Young Mariners well-equipped residential youth sailing and canoeing centre based at Ham Fields near Richmond. To develop the existing canoeing facilities at the Base and coordinate the regular canoe instructor training programme. The prime task will be the training of teachers and youth workers to BCU Assistant and Senior Instructor Award levels.

The person appointed preferably will hold a BCU Senior Instructor grading as a minimum qualification for the post and have experience of planning canoeing programmes for schools or youth parties.

Accommodation may be available at base for unmarried man.

* Plus pay award of approximately 5%. Starting point according to experience.

Closing date: 14 days from appearance of this advertisement (Ref YCS/MR).

For both posts: Application form and further details available from County Education Officer (quoting ref. where appropriate), County Hall, Kingston upon Thames KT1 2DJ. Tel: 01-546 1050.

TEACHER FOR REMEDIAL EDUCATION
Burnham Scale 1 Woking

For Kinton Community Home, where our aim is to ensure that the 90 boys (aged 13-18 years) are adequately equipped to cope with the working adult community when leaving the caring environment of the Home.

Burnham Scale 2 payable if suitably experienced.

Additional £679 p.a. for 15 hours per week extraneous duties and £150 p.a. fringe area London Allowance.

Full removal expenses reimbursed in approved cases.

For further details contact The Principal, Mr. K. Nicholson, on Woking 65141.

Application form from Social Services Department (NW/13/77), Surrey House, 34 Eden Street, Kingston upon Thames, Surrey. Tel: 01-549 6111.

SURREY COUNTY COUNCIL

Keeping one's ear to the ground

Frances Hill on radio

Radio is an ideal medium for conveying useful information and advice to people who never knew they needed it. In the last few weeks Radio Four's daytime listeners may have inadvertently discovered how to "double glaze" their windows with cellophane wrapping paper (*Tuesday Call*), what sort of emergencies warrant calling an ambulance instead of a doctor (*You and Your Good Health*) and how to interpret the dubious claims of door-step salesmen posing as researchers or students (*Money Box*). They may also have learned, possibly to less practical purpose, that in certain extreme circumstances they can get their noses or ears altered on the National Health (*You and Your Good Health*), and that they should take all possible measures to avoid Lagos airport (*Going Places*).

The current batch of "consumer" programmes on Radio Four deserve high marks for their entertainment value as well as practical usefulness. This, of course, is just as it should be. No doubt keen motorists or world-travelling businessmen tune in to *Going Places* in the hope of tips about cars, roads or airports, and those perpetually puzzled about their financial affairs may hope that light will be cast by items in *Money Box*. But a good proportion of listeners switch on for sheer entertainment, and may pick up some useful advice as a bonus. This is particularly true for the *You and Yours* programmes (at 12.02 daily except at weekends), since they offer an unpredictable hotch-potch of items on all sorts of subjects, appealing to no specific area of interest. They need to maintain a high standard of liveliness and, on the whole, do so.

The item on plastic surgery (*You and Your Good Health*) was enlivened by an interview with a lady who cheerfully explained that her operation had been performed by the princess Slyback had had in mind for Antonio in *The Merchant of Venice*, with a pair of scales in hand for weighing the superfluous flesh. She described, with disarming delight, the pleasures of shopping without encountering incredulity and horror from shop assistants at the size of clothes needed.

In the same programme—our attention by now firmly captured and held—an interview with Lidwin Jury, chairman of the newly-formed Association of Radical Midwives, brought to listeners' notice the advantages of home births and the need to offer women a real, not illusory, choice between home and hospital delivery.

A subsequent edition of *You and Your Good Health* featured an interview with a doctor who had attended a conference in America on obesity. He brought the good news to overweight listeners that fat, if not beautiful, is at least probably not as unhealthy as we have recently been led to believe. The item was typical of many *You and Yours* features in that the presentation was succinct and clear and the substance both interesting and, for many listeners, reassuring.

At a more mundane level, BBC Shopping Basket (*You and Your Buying and Budgeting*, Thursdays) gives solid practical help in choosing best buys in food for the weekend.

But the *You and Yours* programmes have one major drawback. The tone of their introductory and linking remarks is, all too often, one of forced, facile jollity, both insipid and a shade condescending. Is this, one wonders, because their audience is assumed to be made up largely of women at home? (*Woman's Hour* suffers, to a lesser extent, from the same defect.) One is forced to suspect that the *You and Yours* team regard themselves, as a species—a dreadfully and increasingly ill-defined species, thanks to feminism and economic necessity—as somewhat softer in the head than the rest of the populace. The jaunty signature tune captures the tone all too precisely. It acts as a sorte of mind limmer test one could well do without: on good days, seeming pleasant enough and even quite hummable; on less good, having the same sort of effect on the mood as a road drill.

The two consumer series recently introduced as part of Ian McIntyre's new programme package—*Going Places* (Friday, 6.30) and *Money Box* (Sundays, 11.30 am)—are proving highly successful. *Going Places* has the great advantage of the genuinely amusing Barry Norman as a presenter, and has so far included a number of absorbing and quite horrifying items. Recently Sir Robert Mark, ex-Commissioner of the Metropolitan Police, gave his critical view of the various state of legislation regarding traffic offences, maintaining that "serious consideration" should be given to removing parking and similar offences from the criminal law. A survey of four makes of car (two British, two foreign) spared nobody's feelings in lambasting almost all aspects of the indigenous vehicles.

Money Box manages to avoid all traces of condescension while giving clear, detailed explanations of the advantages or otherwise of different kinds of mortgages, pension schemes, insurance policies, and so on. It undoubtedly fills a very real need. (But a letter sent to *Money Box* asking for written information, offered on the programme, on endowment mortgages, produced an irrelevant xeroxed reply on insurance companies.)

A weakness of *Money Box* lies in its regular interviews with "men behind your money". Such men tend to lie—in public at least—bland and platitudinous. Perhaps unavoidably, the interviewer rarely gets anything new, lively or informative out of them. Recently Sir Stanley Orme, minister for social security, avoided direct answers to the more searching questions on the supplementary benefits system. He evaded any real comment, despite pressing, on the well-testified rudeness of staff in social security offices.

Last month's *Tuesday Call* on supplementary benefits explored this, and other questions, much more successfully. It had the advantage of the persistence of "phone-in" questioners, as compared with professional interviewers, and also of the presence on the panel of Ruth Lister, of the Child Poverty Action Group. Unlike Professor David Donnison (chairman of the Supplementary Benefits Commission and also on the panel), Ruth Lister was free to make genuinely critical points. She suggested that the rudeness encountered in many offices may be due to the frustrations of trying to operate an increasingly inoperable system.

A subsequent *Tuesday Call*, *The Christmas Spirit*, explored ways of doing good deeds at Christmas. It was so entertaining, as well as conscience-awakening, as to suggest that Radio Four might consider some sort of regular programme on listeners' ideas for helping one's neighbours. (David Frost would approve.)

All the programmes mentioned so far contain an element—if small—of "investigative reporting" on "consumerist" topics. *Checkpoint* (Fridays, 10.05 am) is wholly geared to uncovering scandal and injustice in this sphere, or, at least, to airing minor irritations at present endured without redress in the hope that someone, somewhere at present in a position to do something about them, may be shamed into action. One hopes, here, that those who are being swindled out of their money by crooked "franchise" schemes, or the like, that it is undermined in ways: the searing human tragedy of an affair deals with are in the treated with something dignity close to sentimentality, as in one of the cases it chooses to discuss, a scam of questionable merit. The dignity of the family minding the three-year-old child, placed in jeopardy by a bad parent or by rehearsal-sounding tearful pleas from the son. The same case seems unsure in some of its details leaving one unsure whether there might be more to be said on behalf of the local authority's action than the programme presenter suggests.

The *Lifelines* programmes on *Running a Home* on Radio Three are more likely to appeal to students of home economics than the average listener—not because of their complexity but because of their thoroughness, which leads to much stating of the obvious.

For listeners in London, Radio London's *In Town* programme (11.00 am daily) offers a variety of useful consumer and do-it-yourself advice and suggestions.

A footnote on a different subject entirely. Robert Powell's recent masterly reading in 10 parts of Waugh's *Decline and Fall*, in Radio Four's *Storytime*—his amazing variety of "voices" for the characters enhancing even Waugh's unmatchable humour—makes one long for more of the same. Dickens, surely, would be perfect for this treatment. *Nicholas Nickleby* in 25 parts? Why not?

Water it, and let it grow

Robin Maconie on Euromusic at Mons

In the ordinary course of events the proposed formation of a European Union of National Competitions of Music for Youth, subject of a Round Table discussion in Mons during the thirteenth Belgian National Music Competition recently, would seem to be an invincibly logical extension of the Common Market principle into cultural affairs. In Belgium the annual contest to find the country's best young performers is run by the national Credit Communal bank, and it is run with an efficiency and hospitality appropriate to an organization representing the host country of the EEC, that is to say with lavish and detailed attention to the art of administration, both musical and social.

In fact, according to M Swinnen, secretary to the competition, Belgium has raised the art of national quality control in the field of music education to unprecedented heights, as it, by analogy, school music were run in this country by the Associated Board. The advantages of total integration, apart from lending an air of "more integrated than thou" to round table conferences, are well understood by the commercial interests that subsidize a high proportion of music competitions of this sort. After a local contest, a national contest; after that, a Eurocontest, leading inevitably to a world administrative structure in search of the global virtuoso.

The musical consequences of entrenched standardisation are frequently lost, or so it appears, on the institutions that set and regulate standards. "We are a bank", competition president M. Dewinter would say. "We do not interfere, nor would we want to, in the freedom of musicians to decide what music should be played". That brief is given to a committee drawn from the recognised leading institutions, headed by the country's two chief inspectors of music.

Such an arrangement seems perfectly well safeguarded by three musically responsible committees of France, Germany and Yugoslavia, who have already joined Belgium in setting the idea for a European Union in motion. It seems less so from a British point of view. The British youth music scene, though recklessly flourishing, is highly fragmented among private and public education, individual and group tuition, regional and central. A major obstacle to assessment of young performers at national level, typically for entrance to higher education, arises from the different standards set by music college and university entrance boards, a problem declared to be at present insoluble at the 1976 University Music Teachers' Conference. A natural independence of taste and healthy scepticism toward regulations, as much as recognition of the practical impossibility of fairly measuring talent, led the National Festival of Music for Youth some years ago to abandon the traditional competition format in favour of an event celebrating young people's music without prejudice, in all it directly.

That this richness of musical life in Britain's schools can be attributed in some measure to the existence of a non-competitive festival such as the National Festival of Music for Youth, was the main argument advanced by its representatives against perpetuating the competition principle in a European event. Patronage, it was argued, is not neutral, and it is not a one-way affair. The organization of a national competition recital on certain unchallenged and established notions of what constituted acceptable musical standards, and therefore acted inevitably to perpetuate those preconceptions. A country like Belgium or the German Federal Republic invests substantially more in its Music for Youth than Britain, and it might be said that they therefore valued music for young people more than the British.

But to regard musical standards as fixed was mistaken. Music not a living art, and if you watered it it ought to be allowed to grow. The National Festival of Music for Youth had shown that a "free enterprise" system did work, both benefiting the young musicians and their teachers within their local communities, and in generating a tremendous vitality and sense of discovery within the whole field of music. The future of youth music in Europe might better be served if the energies and resources at present devoted to competition administration were diverted into improving communications between teachers, the real innovators. The National Festival in Britain now acted as an information exchange for new ideas in youth music, and this aspect was to be further enlarged and extended in future.

Shakespeare rules OK

John James on theatre

The Comedy of Errors, RSC at the Aldwych.
Half Life at the Collesloe Theatre.

The Comedy of Errors is a preposterous play of bewildering mistaken identities, confusions and coincidences. Thin on poetry and thick in plot, it needs the firm hand of an inventive director and a company of practised comedians to make sense of its nonsense. Trevor Nunn's lively production has both. Aegeon of Syracuse has lost his identical twin sons both named Antipholus, with their two servants who are also twins identical named Dromio, and comes to Ephesus seeking them. Unknown to him, one son with his servant has grown up in Ephesus and married. And the other son and servant are also visiting, Ephesus from Syracuse. Syrocusans are forbidden in Ephesus on pain of death, Aegeon is arrested and the play begins.

Trevor Nunn has produced The *Comedy of Errors* as a musical, with his own lyrics to Guy Woolfenden's music and dance arrangements by Gillian Lynne. The setting is contemporary: a square in a small Greek town which is run by a soft-hearted fascist generalissimo Duke whose sole officer is cousin to The Keystone Cops. The place is hung around with goods and girls for sale, a riot of colour reminiscent of the pages of *The Beano* and *The Dandy*.

It is a production full of deft comic detail. On by one the old routines of slapstick, farce, music-hall, silent films and circus spring to new life in a performance punctuated by bursts of laughter and spontaneous applause. There are excellent singing-dancing waiters; Balthazar is the local pope; a merchant to whom Angelo the goldsmith is to debt is a petty gangster, and Angelo himself is a marvellously mincing swinger by the skilful Paul Brooke. The two Dromios fall, roll and leap with breath-catching agility.

All in all, this show looks set to be the best substitute for a pantomime in town. With double helpings—two Idle Jacks named Antipholus, two Simple Simons named Dromio, two Principal Girls called Adriana and Luciana, a Damon King in Ivy Pinch (a red-nosed roaring clown) and a Fairy Queen in white called here "Aonelia—an albiness"—it makes ideal festive fare. It should prove a godsend to families and schools desirous of treating that, far from being boring, Shakespeare Rules—OK!

Fine words come thick and plot comes thin in Julion Mitchell's bookish new play *Half Life* which is made by its actors. A retired Oxford archaeologist, loaded with honours, discovers that his life's work has been proved meaningless by new scientific techniques. To his retirement home near Stonehenge (the centre of his demolished theories) he invites erstwhile friends from his past to help him readjust to life until now. Their malice, exquisitely expressed in word and look, is very funny. A splendid cast moves around John Gielgud who carries the play and is richly comic and very moving in turn. It makes an elegant entertainment: impeccably mounted, beautifully acted, starry and undemanding.

Asian soap opera

Amrit Wilson discusses 'Parosi'

Sixty per cent of Asian women in Britain speak little or no English and as a result find life in this country extremely difficult and often very lonely. A language teaching scheme which has real impact is therefore desperately needed. That is what *Parosi* (BBC Television) hopes to be. It consists of a series of 26 15-minute television programmes on Sunday mornings with the format and cosiness of *Mrs Dale's Diary* and two supporting booklets—one for students and one for home tutors.

The programmes do not teach English directly (language scheme organizers consulted by the BBC thought this would be impossible) but try to motivate Asian women to learn English.

Since they are in the form of a drama series about Asians and *mainly in* an Asian language (Hindi/Urdu) the *Parosi* programmes have aroused a lot of interest in the Asian communities. Pakistani women I spoke to told me that they had watched most episodes. Many of them said that they were interested to see how the BBC would portray Asians, reflected in the lack of racism and surprised at the blandness of storyline and characters.

Parosi is based on the lives of two Asian families—the Shahs and the Gills. Mrs Gill is pregnant and Mr and Mrs Shah have just bought a shop, so both women need to learn English for different reasons. The programmes deal with various interesting subjects—homeworking, attitudes to a son's career, teenage problems—but always with a complete lack of subtlety, humour and characterisation which suggests that viewers who do not known English also need to have things made very simple to their own language. In most episodes one of the scenes is an English lesson. The relationship between teacher and student is underscored by the way they address each other: the young home tutor is always Mrs Miller although she addresses her much older student by her first name.

According to Robert Clamp, the producer, the blandness of the programmes was unavoidable "because anything less bland might have made people switch off". Unfortunately it is not just sharpness which the programmes lack, they also make very little reference to racial prejudice. Since racism is one of the realities of life for most Asians, not mentioning it actually weakens the effectiveness of the programme.

Take the case of an Asian woman who spends all day at home in Whitechapel and suffers acute isolation. She misses the security of living in a society she knows; she is aware that she cannot communicate but she is also conscious of the hostility which surrounds her; she knows that it is not only the language barrier but the racism which she faces outside her home which prevents her from communicating. If the series had faced up to this it would have gone some way to convincing people of the need for English, not just to communicate but safeguard one's rights and live safely and fully in Britain.

As it is, the message implied and sometimes actually given by the Mrs Dale figure (here a social working "auntie" called Mrs Chaudhury) is that learning English alone will probably solve most problems. This lack of closeness to the main subject—Asian women—is perhaps the worst drawback of the drama series, and not a surprising one since very few Asian women appear to have been consulted about the production. However every fifth programme consists of a discussion in which Asian women talk about subjects such as health, education, and employment, and these programmes have far more vitality than the rest.

Of the two booklets, the one for students contains useful information on housing, schools and medical facilities translated into five Asian languages (Bengali, Gujerati, Hindi, Punjabi and Urdu). But neither Gujeratis, who include the majority of East African Asians, nor Bengalis understand the language of the programme, so Punjabi Gujerati and Bengali in the book is the only gesture made in their direction.

Apart from translated information the book contains various strips about the lives of the *Parosi* characters. The women's lives have little excitement—or even dignity. The section on trade unions shows only male trade unionists (despite Grunwick, Imperial Typewriters and so many other strikes in which Asian women have been active). The page on anti-natal facilities has this presumably typical exchange: "Any problems Mrs Gill?" "Yes doctor, I feel very sick, I have backache, my ankles are swollen, I have indigestion, I am bleeding." "Everything is normal Mrs Gill. Don't eat too much and try to rest." "Thank you doctor".

The booklet for tutors is meant to complement the Home Tutors kit produced by the CRE earlier this year. It has sections on home tutoring schemes, the background of Asian students, and suggested teaching schemes. The language teachers I spoke to said they found these teaching schemes useful. The background information about Asians in Britain is less satisfactory.

For example we are told that "the whole scale of affections in a joint family is different from that in a nuclear family". But what this means is not really explained and not a word is said about the close and loving relationships between the women in a joint family which for so many Asian women is the crucial difference between living in Britain and living in India, Pakistan or Bangladesh. There are also some errors such as "Asians (directly from the Indian sub-continent) were attracted to Britain by the prospect of a higher standard of living". In fact Asian men first came to Britain in the fifties and sixties with the intention of making money to send back to their families, and they were able to come because at that time the British economy desperately needed workers.

However, *Parosi* does succeed in an important respect. It could raise various language schemes all over Britain. It has caused so much interest among prospective volunteers that about 1,000 people have written in asking to be put in touch with students. The reaction of non-English-speaking Asian women remains to be seen, it would be a pity if they are put off by the low standard and lack of empathy of the television programmes.

The Shahs, one of the Parosi families.

ETV

Hardy perennial

After the originality, commitment and creative energy of *Viewpoint*, any other schools series about the media can easily seem tame. That is true of *The Messengers* (Granada), which is not to deny the series its value as a resource for classroom discussion.

It deserves credit as a pioneering effort. Granada transmitted the first series, exactly 10 years ago this autumn, when educational interest in media studies was far less developed. But hardy perennial as it is, the series is also one of the most regularly reported. New programmes are made almost every year—this year's series, spread fortnightly over the autumn and spring terms, is the twenty-second thematic Mondays 11.18 and Tuesdays (9.42).

The basic format has changed little over the last few years—it was illustrated by a few clips last year, some original footage linked amiably by a presenter with a few pointers for discussion. The *Messengers* is fully supported by the copyright concession for educational programmes, and at the very least the programmes offer an accessible and fortunate source of study material.

For the current series, under the producer Arthur Taylor is examining components of an evening's television with examples from their other cinematic equivalents as a guide. After an introductory programme, "A Pattern of Production" the series has already looked at soap operas, documentaries, commercials and sportscasts, although many of the examples are necessarily current and familiar, most programmes include some intriguing additions. A selection of current commercials were preceded by a compulsive clip from an American sponsored show of the fifties.

The programme on soap opera included an early sequence from the beginning of *Coronation Street* in 1960, and a cliff-hanger from the original *Batman* cinema serial.

Taylor has made a welcome change in the choice of presenter. The burly Mancunian comic folk-singer Mike Harding, a shaggy presence lolling by a monitor in a loose rainbow-striped sweater, successfully integrates his own easy, engaging personality with the few serious points he is required to make. In so far as the series has a visible viewpoint it is embodied in Harding's wry cynicism.

Harding cannot compete with the radical salesmanship and committed advocacy of Douglas Lowndes, in *Viewpoint*, nor with Peter Fiddick's fluent imparting of information in *Looking at Television*, but his manner at least overcomes the blandness that can easily infect schools programmes and deaden their educational impact, especially when the presenter, however professionally competent, lacks rapport with his teenage audience.

The current series of *The Messengers*, in the hands of a good teacher (a qualification necessary for all schools programmes), can be used to help pupils look more closely at the programmes they watch, even if they need to go for the social and institutional context to the revised *Viewpoint* programmes, or to *Looking at Television*.

Christopher Griffin-Beale

Briefings

Radio and tv

FE and general interest

Kontakte. (Sunday, 10.40, Wednesday, 12.05 BBC 1) (Sunday, 14.30 VHF4, Wednesday, 18.30 Radio 3)

On television teachers and learners discuss their problems. Details of special intensive courses run in conjunction with Language series. On the radio speakers from different parts of Austria and Germany describe Christmas preparations.

The London Weekend Show. (Sunday, 13.30 LWT)

Policemen discuss their training and work.

The London Programme. (Sunday, 23.15 LWT)

The problems of urban transport in London are analysed.

Behind the Scenes. (Sunday late night BBC 1)

The "Secret Army" is followed on location, through the rehearsal room to the studio and final recording. Particular emphasis on lighting.

Running a Home. (Monday, 18.30 Radio 3)

Do we "invite" burglars into our homes? Do we "cause" accidents? "Safe and Secure" investigates how we can protect people and property.

The School Years (Monday, 19.00, Radio 3)

How well prepared are most school-leavers for the world of work or further education? "Life after School" asks if parents and schools could do more to help.

The Volunteers (Monday, 19.05, BBC 2)

The Edinburgh Guild of Service has a team of volunteers to help one-parent families.

Hazards (Thursday, 18.30, Radio 3)

In "Deadly Metals" Bill Breckon looks at possible hazards of contamination by "heavy" metals such as lead and cadmium.

The Prisoners (Thursday, 19.00, Radio 3)

The number of people sent to prison is increasing. Do judges and magistrates see imprisonment as an effective sentence and how do they decide on the penalty imposed?

Roadworthy (Friday, 19.05, BBC 2)

In "Buying a Second-Hand Car" Judith Jackson and Richard Hudson-Evans examine an apparently good-looking car, show how to discover faults and how to test drive.

Poetry and personalities

Chorida Mares

Seeing and Doing (Thames, six-year-olds) continues to provide teachers with a useful means of extending children's experience of their immediate environment. This series is well designed, although the effort to provide constant variety occasionally results in ideas being underdeveloped. Particularly successful was a recent puppet presentation of the Three Billy Goats Gruff which, in the best pantomime tradition, offered children an opportunity for enthusiastic audience participation, as well as giving them ideas for making their own puppets after the programme.

An anthology of poems, rhymes and songs is now available to complement *Seeing and Doing* programmes for the next two or three years, and to replace the poetry appendix section previously printed in the annual teachers' notes. The anthology is related to old and new *Seeing and Doing* programmes, but it is also intended for use apart from the programmes.

It is divided into 11 sections with themes of continuing interest to young children. The sections are well balanced with representative old favourites and traditional jingles and other less familiar pieces written specially for children by inspired craftsmen such as James Reeves.

The selection of poems for any anthology reflects personal tastes and cannot please everyone. If Auden's "Night Mail", is not an obvious choice for six-year-olds, presumably it has been included because it has been successfully used in a classroom.

The inclusion of these longer poems probably accounts for the mixed reaction to the anthology. Teachers who want verses that are easy to understand and repeat, which tell a story, evoke a mood or give simple pleasure in sound and rhythm, find that some of the poems are above their six-year-olds. Other teachers are satisfied with the selection particularly because a large proportion of the material is new to them.

Like many television and radio pamphlets and booklets this anthology looks a hybrid animal. Although intended to be read by adults it is illustrated with monochrome reproduction of children's paintings, which do not reproduce well and have little appeal.

Films

Of all the trees . . .

Carolyn O'Grady

The Tree, 18½ mins
Produced by George Schimonski Documentary Films for the International Council for Educational Media.
Available from the Educational Foundation for Visual Aids.

Making a film by committee sounds obvious, even more so making a film by International committee. But this was how *The Tree*, the second film from the International Council for Educational Media was produced. Thirty-six countries decided on the subject, five were involved in the production.

The justification for these international goings-on, I am told, is first the cost—one country would probably have found such a lavish production too expensive to make—and second the intangible benefits which come from people of different nationalities doing something together. The result is a short, beautiful and potentially useful film for schools and colleges.

The Tree examines the growth of the tree itself and the life cycles of the creatures which are dependant on it. The camera moves backwards and forwards between the calm, resplendent oak and the frenetic activity which is going on unseen within it. Close-ups and speeded-up sequences examine how plant and animal life develops and then disintegrates, how insects prey, rather horrifically, on each other and other wildlife, and how animals like the squirrel and vole set up home in or around the tree.

The film could be used as a starter for a number of subjects. For example the flow of energy into plants and later to carnivores or a wide range of biological ideas could be discussed.

It could even be used for discussions on philosophy, art or the media. Shown before a field trip it would be bound to encourage children to look for themselves.